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ABSTRACT

Alternative education programs for disruptive and at-risk students in Pennsylvania were studied to determine the characteristics that make such programs successful. This report presents the results of the analysis and lists model programs and other operating programs in Pennsylvania. Suspension and expulsion are stopgap solutions that relieve the immediate problem by removing the disruptive student from the classroom, but they are no substitute for alternatives that enable these students to complete their educations. A survey completed by 259 assistant principals in Pennsylvania and a review of the alternative education programs submitted by school districts and private agencies resulted in the selection of model programs in five categories: (1) addressing needs of disruptive students; (2) involving other agencies in a collaborative effort; (3) providing academic skills and behavior management; (4) involving parents or guardians; and (5) offering transitions to regular classrooms. Descriptions of the 5 model programs and the 60 other programs submitted for consideration are used to form a directory of alternative education available in Pennsylvania. Study of these programs leads to the recommendation that both rehabilitation and the need for punitive measures must be addressed, and that the role of the assistant principal must be recognized. Assistant principals need more discipline alternatives and more supportive regulations, especially the flexibility to deal with special education students as needed. The State Department of Education must provide leadership to move alternative programs for disruptive students to the top of the educational priority list. An appendix contains the survey report and supporting documents for the study, including state law and regulations. (SLD)

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A Continuum of Services For Students

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This report sumarizes the rationale for alternative education programs and lists and describes the alternative programs operating in Pennsylvania.

The report was developed and published to provide general information about alternative education programs for disruptive students. It is not a substitute for specific legal advice.

Neither the author, PASSP nor Lincoln Investment Planning, Inc. take any responsibility for a reader's reliance on the contents of this publication.

About the author: Terri Houck is the director of governmental relations and publications for the Pennsylvania Associations of Elementary and Secondary School Principals. For the last two years, she has served as coordinator of the PASSP-Lincoln Alternative Education Project. Prior to her current position, she served as a public relations specialist to local school districts. She also has been a newspaper journalist and secondary teacher of English in public schools.

Alternative Education Programs in Pennsylvania

A Continuum of Services For Students

Terri Houck

April 1997

This report represents a joint effort of:

The Pennsylvania Association of Secondary School Principals (PASSP)

and

Lincoln Investment Planning, Inc.

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The Introduction ...

Without a disciplined, safe environment, students cannot learn and teachers cannot teach. Student discipline has been a concern among educators and parents for as long as public schools have been in existence.

The project outlined in this report begins, for the first time, with the front-line administrators, the assistant principals, whose responsibility it is on a daily basis to handle student discipline. Their concerns, recommendations and expertise are reflected in this report and in the alternative education programs now operating in the commonwealth.

Specifically, the report recommends the following:

- alternative programs for disruptive students must be moved to the top of the educational priority list;
- the need for rehabilitation must be addressed along with new punitive measures;
- the key role of the assistant principal must be recognized;
- the Department of Education must take a leadership role in getting all of the departments and agencies, both public and private, to work together;
- the assistant principals must be given more discipline alternatives and more supportive regulations, especially needed is flexibility to discipline special education students through changes in federal law and state regulations.

In reading this report, I recall the work of a statewide task force established in the fall of 1976 to study student violence, vandalism and disruption and to suggest ways the Department of Education could assist schools in attacking the problems. As Commissioner of Basic Education during that time, I reviewed the task force report which cited that schools had few options available to deal with the most serious types of student misconduct and that they relied heavily on suspension and expulsion.

Most educators then and now readily admit that excluding the disruptive student through suspension or expulsion rarely proves effective since it does little more than temporarily displace the problem. A strong link between suspensions and dropouts and juvenile delinquency has been reaffirmed by present day statistics and from data gathered in the 1970s. A 1970s' national survey of youths in correctional institutions found that over 50 percent of the students had been suspended from school three or more times. That finding has changed little, except that the percentage of students has increased.

The 1970s' task force report recommended that funds be made available to schools for the purpose of developing specific programs to reduce violence, vandalism and disruption while at the same time providing educational alternatives to suspension and expulsion.

Although in the 1970s, funding for a large scale effort was not available, the Governor's Justice Commission at that time did make available grants to be awarded to a small number of school districts or intermediate units to develop and operate model/demonstration programs specifically designed to prevent school disruption.

Most of the school entities which received grants in the 1970s to develop and operate alternative education programs for disruptive students, I am pleased to say, are continuing those programs, albeit renamed and redesigned, to meet the needs of today's disruptive student. Those school entities which received grants in the mid 1970s include:

Allegheny Intermediate Unit
Allentown City School District
Crawford Central School District
Lancaster City School District
Lebanon School District
Montgomery County Intermediate Unit
Norristown Area School District
Philadelphia City School District
Pittsburgh City School District
Shikellamy School District
Wallingford-Swarthmore School District
William Penn School District.

Information gleaned from those first alternative education programs established in the mid 1970s stressed the need for a continuum of services for troubled youth and the need for collaboration among agencies which serve the same youth. Those aspects found critical to alternative education programs in the mid 1970s remain significant to today's programs designed to address the needs of disruptive students.

In the broader aspect of student discipline, I believe that we should begin to look at school discipline as an area of instruction both for the students and the teachers. For example, the school discipline code should be reviewed at the beginning of every school year. It should be reviewed by the solicitor, the school board, the administrators, the faculty and the students. New court cases, last year's discipline problems, new options and preventive actions should be discussed at every level and objectives set for the coming year.

As for teachers, their preparation should include instruction akin to that offered by Lee Canter's "Assertive Discipline" program. Further, discipline should be a topic for sharing sessions and faculty meetings.

School boards should be very careful to see that administrator staffing, particularly the position of assistant principal, is adequate. Eliminating an assistant principal to save money in next year's budget virtually guarantees, in the long run, significant erosion of school discipline and the major costs that inevitably come with that erosion.

Boards should adopt a set of policies that deal with all areas covered in state regulations and laws and further insure that all elementary, middle or junior high and high school building codes are written in line with those board policies.

In order to frame new or revised board policies and building codes, there should be involvement of the entire school community ranging from total administrative commitment to student participation. Above all, real participation by the school's faculty is an essential ingredient to the overall success of the project.

The finished product should not be reduced to a catalogue of "thou shalt nots" but should stress positive behavior expected of the responsible student. Practical standards rather than idealistic generalization should be the measure.

In each school building in order to maintain building codes, the following activities should take place each year:

- codes should be reviewed by the school board and solicitor;
- faculty should review and discuss the codes;
- students should receive printed copies of the codes which should be discussed in classrooms or in special assembly programs;
- and when possible, parents should receive notice that students were given copies of the codes or sent a copy of the codes.

Even though all these steps may be taken, there will continue to be students who will act out, misbehave and some who will continually disrupt the education for themselves and others. Alternative education for disruptive students is part of progressive discipline policy and one step on the ladder of a continuum of services.

Dr. Frank S. Manchester
Former PAESSP Executive Director
Former Commissioner of Basic Education, PA Department of Education

The Project ...

The Pennsylvania Association of Secondary School Principals (PASSP) and Lincoln Investment Planning, Inc. are involved in a three year education-business partnership to support, foster and encourage alternative education programs for disruptive students. This report culminates the project and reflects the efforts of a group of dedicated assistant principals and business people.

The PASSP-Lincoln Project operates under the mission: "All Schools with their respective communities should have access to a continuum of Alternative Education Programs and Services for the Disruptive Student."

> The Project defines a Disruptive Student as follows: "A student who poses a clear threat to the safety and welfare of other students and/or the school staff, creates an unsafe environment, and whose behavior materially interferes with the learning of other students or disrupts the overall educational process. The disruptive student exhibits to a marked degree any or all of the following conditions:
>
> (i) Defiant disregard for school authority including persistent violation of school policy and rules;
> (ii) Drug and/or alcohol abuse;
> (iii) Violent and/or threatening behavior;
> (iv) Possession of a weapon on school property;
> (v) Commission of a criminal act on school property;
> (vi) Misconduct that would merit expulsion under school policy."

The above definition of disruptive student is reflected in legislation before Pennsylvania's General Assembly. As of the publication date of this report, the legislation has not yet been enacted, but rank and file lawmakers have consistently shown support for the bill.

Legislation under consideration by Pennsylvania lawmakers focuses on removal of "disruptive students from regular school programs in order to provide those students with a sound educational program and a counseling program designed to modify disruptive behavior and return the students to a regular school program (House Bill 8 of 1997)."

Additionally, in the years 1995-96 and 1996-97, the state budget has allocated $3 million and $4.5 million, respectively, for grants to establish and operate alternative education programs for disruptive students (See Appendix for Basic Education Circular 6-88, issued July 1996). House Bill 8 would clarify how the funds would be distributed and what type of program criteria should be met.

Since 1993-94, the PASSP-Lincoln Project has completed several goals including:

1) a survey of all Pennsylvania assistant principals - 600 surveyed, 259 respondents - to determine discipline problems, issues and needs (See Appendix for Assistant Principal Survey Report);

2) a one day collaboration conference held in 1995 which brought assistant principals together with their counterparts in the fields of juvenile justice, law enforcement and the judiciary;

3) collection, review and selection of model alternative education programs operated in the state; models selected by a panel of individuals representing all areas of education including school boards, parents, teachers, administrators and juvenile justice personnel;

4) presentation of a variety of model alternative education programs at the 1996 PASSP Assistant Principals Conference; and

5) collection of additional alternative education program materials, information and research for the compilation of this publication.

The PASSP-Lincoln Project Advisory Committee has worked diligently throughout this three year activity: by networking with assistant principals across the commonwealth to

gather input, suggestions and ideas from the front-line administrator's perspective; by providing the practical advice needed to keep activities, conferences and this report useful for all educators; and by sharing the understanding and expertise of working with high risk discipline problem youth.

Each and every assistant principal on the advisory committee demonstrated their commitment not only to this project but to the youth they serve in their communities

One of the few projects of its kind, the PASSP-Lincoln Project was established, formed and directed by assistant principals. The Project has operated under an assistant principal advisory committee chaired by Greater Latrobe Senior High School assistant principal Claude Myers. Members of the Alternative Education Advisory Committee are:

Richard Duffy
Tunkhannock High School
David Bieri
Crestwood Junior Senior High School
Ann Marie Traynor
Kutztown Area School District
JoAnn Rubin
Pennridge High School
Robert Izer
Curtin Middle School
Neville Austin
Charles F. Patton Middle School
Marion Homer
McCaskey High School
Cyndi Speace
Garden Spot High School
Marshall Wagner
Tyrone Area High School
William Young
North Allegheny Senior High School
Joseph Dunn, Jr.
Mt. Pleasant Area Jr./Sr. High School
Alfredean Jones
Easton Area High School
Patrick Dean
Wilson Middle School
Edward Kuhar
Strong Vincent High School
Gary Grenier
Lincoln Center for Family & Youth
Dennis Kanuck
Ephrata Middle School
Bob Kearn
Lincoln Investment Planning, Inc. and former school building administrator
Marsha Novak
Springdale Junior Senior High School
Judith Simmons
Perry Traditional Academy High School
Dr. Ron Covato
Pittsburgh Intermediate Unit 2
Bob Schiller
Vice President, Lincoln Investment Planning, Inc.
Thomas Shivetts
Executive Director PAESSP
Dr. Frank Manchester
Former Executive Director PAESSP
Robert Eichensehr
Lycoming Valley Middle School/PASSP President (1996-97)
Terri Houck
Project Coordinator, PAESSP Staff

The Project is coordinated by Bob Schiller, vice-president of Lincoln Investment Planning, Inc., and Terri Houck, PASSP director of governmental relations and publications for the Pennsylvania Associations of Elementary and Secondary School Principals.

Acknowledgement...

This report could not have been undertaken nor produced without the able assistance of Mary Snyder, PAESSP Staff, who did the computer layout and design; Esther Witmer, who reviewed all programs and wrote descriptors; Frank Manchester, who made sure all of us involved in the Project remained on target; and Bob Schiller, who provided support, encouragement and professional expertise.

• Bob Schiller, vice president of Lincoln Investment Planning, Inc., established and served on the Board of Directors of the Lincoln Academy, not affiliated with Lincoln Investment. In the 1970s, he saw a need to help disenfranchised youth who were in trouble with law enforcement, disruptive in their school settings, andcreated strife and discord in their homes. These troubled youth were headed for a future of low paying, non-skilled jobs and possibly incarceration. His initiative, the Lincoln Academy, continues today as a privately operated program serving the needs of at risk youth in Montgomery County. Mr. Schiller served the PASSP-Lincoln Project as a catalyst to bring about awareness of the problem of at-risk youth while he provided all of us involved with the project a sounding board for ideas and suggestions to further the continuum of services such youth need to become responsible, productive adults.

Additionally, I thank Dr. Mary Ann Nobers, Deputy Secretary of Education for Pennsylvania, and her staff for providing up to date information on the state grants appropriated to alternative education programs and the program waivers for AEPs which provide the flexibility to operate educationally sound programs.

Finally, but not least, Thomas Shivetts, PASSP's Executive Director, not only actively supported the PASSP-Lincoln Project but added his expertise to this report. As an associate superintendent, Mr. Shivetts was responsible for the establishment of the Williamsport Area School District's alternative education program.

Terri Houck

The Prologue ...

I am proud to introduce this book about Alternative Programs for Disruptive Youth. It was my pleasure to work on this disruptive youth project with a group of committed assistant principals throughout the Commonwealth of Pennsylvania. While we merely scratched the surface, consider this book as the start of a process that will help the public schools attempt to reduce school disruption and address the needs of those students who do not have the resources to succeed in the traditional classroom structure.

Today's consumers are asking a lot from the public schools. No only do they expect schools to educate children but also to manage the multitude of behavioral challenges that the children bring with them everyday. We all recognize the problems:

- short attention spans
- lack of respect for authority
- substance abuse
- juvenile crime
- less support from the home.

> In order for the schools to address these problems without diluting their effectiveness, a continuum of alternative programs is needed. These range from in-school programs, to after-school programs, to community based programs. While many of these already exist, more are needed.

The schools can successfully respond to the challenge, but it is not possible to solve these problems without help. What is needed is a consortium of partners consisting of the following players:

- Public Schools
- Government - Juvenile Court and Children and Youth Service Agencies
- Private community-based social services agencies
- Business community
- Parents

As the founder and former director of one of these alternative programs and now a representative of the business community, I am acutely aware of the need for this public/private partnership. Lincoln Investment Planning, Inc. funded this project as an expression of its commitment to act as a socially responsible business partner with the public schools. We hope that our contribution will make a lasting difference.

Bob Schiller, Vice President of Lincoln Investment Planning, and
founder and current Board President, the Lincoln Center for Family and Youth

The Problem ...

One student can disrupt the learning environment of a classroom of students, and misbehavior left unaddressed, can further interrupt the educational environment of an entire school building.

> "You can't teach anything, reform anything, or even maintain anything if school discipline is less than effective (The Case for Alternative Program Legislation 1994)."

The disruptive student does not become so overnight, but rather the disruptive student is one who has shown signs of disenfranchisement from school at an early age. Early warning signs of disenfranchisement include: frequent absenteeism; a poor achievement pattern; acting out in class, on the playground or at lunch; low self-esteem; and easily recognizable by the elementary school principal. The disruptive student is at a high risk of dropping out of school. "Further, many capable high school students have drifted out of the traditional school environment and may be considered 'drift outs,' which usually precedes their dropping out (Curriculum Report)."

In 1996, the United States Department of Education reported, on average, 2,200 students dropout of U.S. classrooms each day. "There is a direct link between dropping out of school, poverty and unemployment. The consequences for the individual and for society are real (Watson)."

Dropouts lose at least one-third of their potential earnings thereby creating a loss of state and federal tax revenues, increase the cost to the welfare system as the unemployment rate for dropouts is twice that of graduates, have a higher rate of incarceration and feel a reduced sense of control over one's life (Watson). Additionally, the cost to incarcerate one person for one year is three times greater than to educate a student for one year.

For at least a decade, national polls have reported a consistent issue among parents and non-parents alike about our schools: discipline is critical to learning and to a safe school environment. "The last decade has seen growing concern about the future schooling and work potential of students disconnected from the traditional high school culture (Curriculum Report)"

Furthermore, escalating violence among our youth has created fear within the school community and within parents and non-parents alike. Disruptive students interrupt the learning process for themselves and others; violent, disruptive students add another dimension - risk to others, both staff and students.

Statistics compiled from a variety of sources over the last few years terrify parents and educators, and rightly so:

- 20 percent of students carried a weapon to school on a regular basis;
- 16 percent of high school seniors were threatened with a weapon at school;
- 7 percent of high school seniors were injured by a weapon;
- each day 6,250 teachers are threatened and 260 teachers are assaulted;
- some 14,000 young people are attacked on school property every day;
- 160,000 children miss school daily out of fear of violence;
- an estimated 1.2 million latchkey children of elementary school age have access to guns in their homes;
- every day in America, 14 children, ages 19 and under, are killed by guns in accidents, suicides and homicides (United States Department of Education).

"Seven million adolescents - one in four - in the United States may not become productive adults because they face serious problems at home, in school, or in their communities (Dryfoos)."

Due to the increasing number of violent incidents witnessed in our schools over the last five years, public pressure on policymakers to "do something" has brought about a rush to legislate the problem. In 1994, the President and Congress enacted the Violent Crime Control and Law Enforcement Act. The federal law not only addresses handgun restrictions, but the 1994 statute mandates that any student in

possession of a weapon on school property be expelled. However, a caveat in the law allows the school superintendent discretion on handling each case individually, thereby allowing for lesser discipline than expulsion depending on individual circumstances.

In 1995, Pennsylvania policymakers enacted Act 26, our state's Safe Schools Act. Complying with federal law and its caveat, Pennsylvania school officials are required to expel any student who possesses and/or uses a weapon on school property; state law defines weapon as "Shall include, but not be limited to, any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury (Act 26 of 1995)."

> Basically, the law of the land holds zero tolerance for students possessing weapons on school property.

Expulsion has always been an option for school administrators to use in dealing with chronically disruptive and/or violent students or those who continually violate school policy such as but not inclusive to drug and alcohol violations, but over the last five years, the expulsion rate has grown in proportion to the escalating violent incidents experienced by schools. Under new federal and state laws, the number of students expelled for violent and/or unruly behavior or weapon possession continues to grow.

> However, mandatory expulsion creates its own problem - what to do with the expelled students.

Prior to mandatory expulsion legislation being enacted in Pennsylvania, Dr. Frank Manchester, former executive director of PAESSP, stated "The intent [of the legislation] is laudable, but the bill is not likely to fulfill the expectations of its sponsors. It may even make things worse (The Case for Alternative Education, 1994)."

What could be worse than students expelled for weapon possession and disruptive and/or violent acts? According to Manchester in the PAESSP monogram "The Case for Alternative Education," expulsion is permanent for the private schools. Those schools can and do send the students with discipline problems back to the public schools. A sampling of members of PAESSP confirms the 'send back' practice. On the other hand, expulsion from the public school is not permanent. Current Pennsylvania State Board of Education regulations call for the expelled student to seek alternative placement (Chapter 12, Pennsylvania State Board of Education Regulations). If, after 30 days, no placement is found by the student's parents or guardians, the disruptive and/or violent student comes back to the public school. School officials then must make certain decisions about educational placement of the expelled student. If neighboring districts have an agreement to accept each others' expelled students, placement in another neighboring district might work, depending on the cause of expulsion. Obviously, a neighboring district does not want a violent student attending their school. Another option is the expelled student is provided a home instruction plan where for two to five hours a week a certified teacher instructs the expelled student in his or her home. A complicating factor to that type of plan again lies in whether the student was expelled for weapon possession, violent behavior or terroristic threats to others in the school system. Obviously, teachers are reluctant to go to the home of a student who has demonstrated violent or unruly behavior.

Even if a home instruction program is provided, how educationally sound is two to five hours a week of instruction? Additionally, the district pays the cost of the home tutor adding to the district's financial burden. Moreover, common sense tells us that unstructured, unsupervised time for anyone prone to inappropriate behavior will only exacerbate the pattern of misbehavior.

> The question remains - what to do with an expelled student?

Suspension is another discipline tool used with students who violate school policy but are not violent nor have yet demonstrated a pattern of disruptive behavior. An increasing number of schools in Pennsylvania and across the nation have established in-school suspension programs, either operating during the

regular school day or on Saturdays. The primary reason for creating in-school or Saturday suspensions is patently obvious to educators - structured, supervised time and continuation of the educational program may help the student who is struggling with inappropriate behavior while ensuring that student isn't wandering the streets while on suspension getting into more trouble.

Both suspension and expulsion are options school administrators have always had available to them in handling discipline problems. Twenty years ago, those discipline options were used infrequently and were practical tools to handle students rebelling against school authority. Societal changes in the last twenty years tell us that suspension and expulsion are not as effective as they were because students, parents and all of us have changed.

The change in the American household from a nuclear family to single parent and two working parent households, the easy availability to drugs and alcohol and the ease of mobility from place to place have created a new set of problems for both parents and school administrators when trying to address an unruly and / or chronically misbehaving child.

A student who shows a disregard for authority and lack of respect for rules will not 'get better' being left to his or her own devices during a time when he or she should be in school. What could be worse than expulsion? An expelled student roaming the streets, getting into drug use, stealing and committing other crimes are much worse than expulsion. Remember the cost to incarcerate is three times as high as the cost to educate for one year.

In response to the dilemma of what to do with the suspended student, school administrators first moved to establishing in-school and Saturday suspension programs. However, the issue of what to do with the expelled student is more elusive.

"Fortunately, the American public school system does not automatically abandon young people if they do not fit the mold of the traditional student (Watson)." For all the public education bashing in vogue since 1984 when "A Nation at Risk" was published, few in the public and the media realize the extent of the commitment educators have to meeting the educational needs of all students, those who succeed in the traditional school setting and those identified as at-risk students.

Some policymakers, notably those in the Pennsylvania General Assembly who have worked for years on educational issues, have taken the time to research the issue and listen to educators.

> "The current trend toward expulsion of such problem students is counterproductive because it does not address the needs of disruptive students. Problem kids often have no support at home, little interest in education and even less respect for their peers and instructors. In short, they need help. Expulsion from the only institution which could offer them some kind of direction is no help at all (Pennsylvania Senate Education Committee Report)."

Further evidence that educators and policymakers agree on the expulsion problem follows.

"It is imperative that districts do more to remove the disruptive student from the classroom in which the safety of the remaining students is threatened or the learning environment is disrupted. This often poses a dilemma, however, since there remains a legal obligation to provide even the violent or otherwise disruptive students with an education (Final Report of the Pennsylvania House of Representatives Select Committee on Violence)."

Driven by two critical issues - the need to immediately remove the disruptive or violent student from school and the need, by law, to ensure that a suspended or expelled student be provided an education, school administrators looked to alternative education models established in the 1960s and 1970s. A trend that occurred in those decades was to establish alternative schools for vocational training, exceptional education and the fine arts. Additionally, the 1960s and 1970s was a time of soul searching among students questioning and rebelling against authority and traditional education; educators responded to the youth rebellion and sought to prevent these at-risk

youngsters from educational failure. Therein those decades, the birth of the modern alternative education schools for at-risk or disruptive students took place. "Philadelphia's Parkway Program was the first modern autonomous example of a public alternative school (School Safety)."

Following the surge of alternative schools (in the 1960s and 1970s), educators quietly worked on restructuring traditional schools in an attempt to meet the diverse needs of the changing student population. But in the 1990s, with the rapid and frightening rise in disruptive and violent behavior among youth, educators needed to react quickly to the growing at-risk population. Subsequently, the rebirth of alternative education programs for disruptive students occurred.

> "In fact, these (1990s) alternative schools make up nearly 15 percent of the estimated 7,500 alternative schools currently operating nationally (School Safety)." And that percentage continues to rise as more states either are mandating alternative educational programs for expelled students or are providing additional funding for alternative schools for disruptive and/or violent students.

School administrators, by law and by commitment, create programs and opportunities for all students to achieve and simulataneously ensure a safe environment where learning can take place. Educators believe, and rightly so, that all children can achieve but at differing levels. Alternative education programs operating within the public school system are practical and workable, offer educational opportunities to at-risk students to achieve and ensure the safety of all students.

School administrators, most often the assistant or vice principal, whose job responsibilities include being the school disciplinarian, spend too much of their time dealing with a handful of chronically disruptive students. Ask any assistant principal, as PASSP did in a 1993-94 survey of Pennsylvania assistant principals: what takes up most of your time? The answer from the vast majority said "A few kids who continually misbehave in class, in the halls and at lunch." Assistant principals indicated the huge chunk of time taken up dealing with a handful of students robs other students of the one-on-one attention they need to succeed in school.

In the same survey of assistant principals, these administrators estimated, on average, five percent of their student body could be described as chronically disruptive. They said 65 to 95 percent of their time is spent dealing with the problems created by less than five percent of the students in their schools. Only a decade ago, school administrators answering a questionnaire from PASSP estimated one percent of the student body could be described as chronically disruptive. Is the five percent indicated in the 1993-94 survey still reliable or has the percentage grown in the last three years? Results from a statewide survey of schools asking about school violence and from other indicators tell us the percentage has risen.

Furthermore, one disruptive student not only interferes with the education of a classroom of 25 student during a regular school day, one disruptive student could interfere with the learning environment and pose a danger to potentially 100 students. And if that one disruptive student is not dealt with, the entire atmosphere of the school is affected from staff morale to parent complaints to inspiring other students to act out.

From the same 1993-94 survey of 600 Pennsylvania assistant principals, 259 of whom responded, these administrators noted that disruptive students need to learn skills of self discipline, personal interaction, strategies for conflict resolution and anger and respect for others including authority and laws.

> "As an instructional leader, my role is diminished by disruptive students," said one assistant principal in the PASSP survey. "And in fact, the two roles, instructional leader and disciplinarian, are mutually exclusive."

The assistant principal is the disciplinarian, but he or she is also part of the school management team with responsibilities well beyond discipline. Assistant principals in the 1990s are also responsible for observing and evaluating

teachers, curriculum, strategic planning, educational committees, technology, communication with parents and the community, and devising and implementing new programs mandated by either the board, state or federal government or generated by student needs.

These school administrators stressed that the school alone cannot deal with the type of disruptive student emerging in our schools today. In fact, assistant principals who responded to the PASSP survey pointed to a number of problems that prevent them from adequately handling the disruptive student: 1) youths found guilty of violent crimes are in school before, during and after trial; 2) present truancy laws are weak and a joke to students [a 1996 state law subsequently strengthened penalties for truants]; 3) there is little collaboration and cooperation with other agencies; 4) where there is no local police force, the State Police must be called in and they do not want to deal with disruptive students such as those who threaten others or deface property but are willing to handle drug issues; 5) tradition has been that schools handle the discipline of students, and that has worked for many years, but that tradition must be changed in the face of the type of disruptive and troubled youth challenging us today. The problems of poverty, family discord, substance abuse, emotional and mental health issues cannot be part of the school's mission without assistance from parents and other agencies.

Furthermore, these school administrators who are on the front lines of battling the escalating school violence cite that local district justices and magistrates have such large caseloads that working with local school officials in dealing with disruptive youth is not a priority.

Assistant principals across the state also cite a lack of coordination and collaboration among the agencies which deal with basically the same youth. Disruptive students are not only acting out in school; many are known to local law enforcement, juvenile justice and social agency personnel for a variety of issues and problems. Laws enacted in 1995 and 1996 in Pennsylvania and pilot programs initiated by the Pennsylvania Commission on Crime and Delinquency may resolve the lack of coordination and collaboration.

It is unreasonable and unconscionable that less than five percent of school students disrupt the education of 95 percent of our young people. Again, the question is asked what to do with the chronically disruptive student? Suspend them. Expel them. But, then what?

As was previously noted, suspension and expulsion alleviates the immediate problem by eliminating the disruptive and/or violent student from the classroom or school, but suspension and expulsion must be viewed as first steps only in the process. The question is not what to do with an expelled student, but rather, what to do with a disruptive or violent student?

One answer lies in alternative education programs. "If schools are to be safe, alternative programs for disruptive youth must be developed, implemented and maintained ... Overall, alternative schools have the potential to reduce dropouts, improve student achievement and parental involvement, reinforce class integration, and provide support for students dissatisfied with traditional programs. The future of American education may, in part, depend upon the public school's ability to provide these significant alternative services (School Safety)."

The Solution ...

The solution offered in this report is not a panacea that will eliminate the violence and disruption in our schools nor will it turn all disruptive students into law-abiding, responsible and productive citizens; however alternative education programs, as described here, are a smart start to addressing the increasing numbers of at-risk students within our schools.

Amid the growth in numbers of these programs, controversy has spawned. Critics of alternative education programs say that disruptive students are warehoused and offered a watered-down curriculum. Further, these critics say warehousing disruptive youth exacerbates the problems and issues they face, and providing only a cursory educational program increases their disenfranchisement from the system.

> "All too frequently, the 'alternative' involves little more than a watered-down version of the traditional school program, where students are warehoused rather than educated (Kellmayer)."

Arguments against warehousing students and utilizing a lessened curricular program are on target, but most of the alternative education programs reviewed for this report and presently operating in Pennsylvania neither warehouse nor lessen the educational plan.

The Education Law Center in Philadelphia, long an advocate of the rights of special needs students, as recently as January 1996, has spoken to the need to ensure a sound educational program for students in alternative education programs. The Education Law Center has proposed that alternative education programs meet the same 990 hour instructional mandate as the regular and special education programs operating in Pennsylvania.

To date, the legislation being considered by the Pennsylvania General Assembly does not reflect that proposal although several lawmakers have indicated that alternative programs which will or do receive state grant money should meet certain standards, a reasonable accountability measure.

Yet, a waiver of certain educational program requirements is essence in providing the flexibility needed for alternative education. "States should encourage and support local control. No single program will work for all students or districts. Districts need flexibility to design the program that will best serve parents, families, the community, and their student population (Alternative Learning Environments")."

Presently, school districts in Pennsylvania apply to the Secretary of Education for a waiver of the regular program so that alternative schools can be established and operated in a variety of ways, places and times. Additionally, state grants to offset the cost of alternative programs are distributed based on criteria set forth by a Basic Education Circular issued July 1996. See the listing of grant and waiver recipients found later in this report.

On the other side of the controversy are those who cite that these disruptive and/or violent students have waived their right to educational opportunity through their actions, and therefore, these young people need strong discipline with education taking a back seat to learning the consequences of their actions.

> Somewhere in the middle of the controversy and these two extremes of philosophy lies the solution. "If troubled youth are not directed to some alternative means of education, the impact of their disruption can intensify and expand (Watson)." The intent of alternative school programs for disruptive students must be either to return the student to the regular classroom program or to have that student graduate with the skills necessary to become a productive, responsible adult.

Consequently, successful education of the disruptive student requires a curriculum that either fulfills the requirements for graduation, provides the skills needed for viable employment or offers opportunities for post-secondary education.

Alternative school programs must be allowed flexibility because they are unique to the students, parents and communities served. However, alternative school models generally

share common features. "The most easily recognized aspects of a successful school or program include such features as its culture or climate, organized structure, curriculum and instruction, and links to other programs and services (Alternative Learning Environments)."

Additionally, successful alternative school programs have common specific characteristics as indicated below.

Common Characteristics
- clear mission
- low teacher-student ratios
- mentoring atmosphere
- vocational or service learning component
- strong parental involvement
- collaboration with other agencies
- ongoing counseling
- interdisciplinary, thematic units
- flexibility and individualism

(Curriculum Report and Survey of Pennsylvania Assistant Principals).

As assistant principals told PASSP in the 1995 survey, the need for alternative methods of education coupled with counseling, mentoring and in cooperation with other agencies is critical to handling the disruptive student. Alternative education programs do not forsake the academic nor behavior modification needs of the disenfranchised youth. Rather, the programs operating in our state today provide both education in terms of academics and education in terms of interpersonal and social skills.

Although very few comprehensive studies or research have been done on the success of alternative education programs, a volume of anecdotal evidence points to the success of alternative education programs for disruptive students. What research that has been conducted supports the anecdotal evidence which shows that AEPs provide students with the opportunity to return to the regular classroom setting, to graduate with employable skills or to continue their education. "A well-designed, large-scale research project in Oklahoma revealed that students in alternative education programs improved on a variety of academic measures, including grades, attendance, number of courses failed and disciplinary referrals (Alternative Learning Environments)."

Smaller studies have found that students in alternative education programs report satisfaction with the program and improved self-esteem while districts report fewer discipline problems, less disruption and fewer violent incidents (Alternative Learning Environments).

Many call alternative schools for disruptive youth the "last chance," for those students either expelled or close to expulsion. Focusing on the needs of the disruptive students, these programs incorporate strategies often employed by special education teachers and reform-minded regular classroom teachers - individualized instruction, cooperative learning, competency based learning, team teaching, peer tutoring, mentoring and hands-on learning.

Research done by the Oklahoma Technical Assistance Center in 1995 suggested that students in long-term alternative programs improved more and performed better than students in short-term alternative programs. Many of the programs outlined in this report operate for at least nine weeks, often 18 weeks or a year. The length of time a student spends in an alternative program should not be mandated even in light of research. Rather, the needs of the student must be taken into account. However, students in programs for at least nine or 18 weeks have a chance to refine social and discipline skills, get accustomed to managing their frustrations, and learning conflict resolution techniques.

A section of this report focuses on the importance of collaboration with other agencies. However, directors of AEPs and assistant principals agree other components are equally as important as collaboration. Parental involvement is a must according to school administrators. Other components that enhance alternative education programs include mentoring, staff training, consistent enforcement of rules, holding students responsible for their actions and contracts with parents and students.

While students are achieving success in alternative education programs, problems may arise when the student makes the transition back to their regular school program. A transition plan and follow-up strategies are impor-

tant for the successful return of the student to the traditional program.

In the "last chance" venue, students are keenly aware, as are their parents, that the opportunity to turn "things" around exists, but that the responsibility to do so now rests firmly with the student. "These alternative schools represent options for students characterized as disenfranchised and underachieving (Curriculum Report)."

Recognizing that these disenfranchised youth tend to have low self-esteem, instructional methods stressing varying learning strategies, individualism, group counseling and attention from the adult staff, raise self-esteem. An experiential environment with individualized instruction focused on continuous progress provides the student with opportunities for daily success, another self-esteem booster.

Without alternative education programs, most of these students would be on the streets, learning crime and delinquency. Eventually, these same students would end up in low paying jobs or in jail.

Alternative education is not only the "last chance" for many but a proactive measure that may retard absenteeism, classroom disruption and dropping out.

More districts are either joining together or operating singularly alternative education programs. In Pennsylvania, a surge in programs is being driven by educators responding to the needs of students. While other states may have mandated alternative education programs for expelled students, Pennsylvania, at this time, is not considering such a requirement. (See chapter on Comparisons of States.)

Based on research and input from practitioners, especially the assistant principals, public policy decisions should encourage and support programs not prescribe and mandate them.

As previously noted, a tremendous amount of anecdotal evidence shows alternative education programs for disruptive students work. The following vignettes come from a variety of sources and states; a complete listing of Pennsylvania's programs are described elsewhere in this report.

√ Pittsburgh, Pennsylvania ... Trying to address the needs of its students, the Pittsburgh City School District operates an alternative school which at first was received with skepticism. In 1994, Amanda Henry writing for Public Voices Public Schools stated "The Pittsburgh Board of Education in November 1993 approved sending the most disruptive and violent ones (students) to an alternative school ... Eighty to eighty-five percent of the students referred to the alternative school will be African-American, predict school officials. Asked about the racial composition of the schools, Stanley Denton, director of multi-cultural education for the school district, said that while he has some reservations about alternative schools in general, he supports the district's plan. Historically, alternative schools have been ineffective and dumping grounds for predominantly African-American males. However, we are now faced with a crisis. Drastic situations call for drastic measures (Henry 1)."

The estimated cost of the Pittsburgh City School District program was $7 million.

√ Tupelo, Mississippi ... Two alternative schools were established to prevent and intervene in violent situations. Students receive behavioral counseling in combination with regular academic instruction; the programs operate in collaboration with local law enforcement and judicial officials.

√ Syracuse, New York ... An alternative program for expelled students focuses on counseling and required community service in addition to regular academics.

√ Mays Landing, New Jersey ... John Kellmayer directs the Atlantic County Alternative School sited at a local community college and operated in conjunction with a local vocational school. Kellmayer reports "The socialization effects of integrating these students into the adult environment of the college campus significantly improves their behavior and motivation." The program has 80 students from several districts, operates on a 140 day or college calendar, utilizes vocational school staff as instructors, and allows students to take college courses tuition-free. The program has an 86% graduation rate.

√ Shenandoah Valley, Virginia ... A district contracts with college students from two neighboring institutions of higher learning to tutor middle and high school students who have been suspended or expelled.

√ St. Louis, Missouri ... The Tri-A Outreach program, created in the years following the court-ordered St. Louis desegregation plan, now operates as an alternative school for expelled, disruptive or soon to be dropout students. Staff and administrators ask to be assigned to the program; 35% of the students qualify annually to return to the regular program with nearly 50% who return to the regular program going on to graduate or earn a GED.

√ Salt Lake Valley, Utah ... The Granite School District spans 300 miles and serves 80,000 students. With a Drug Free School emergency grant, the district began New Start in 1993. New Start provides a short-term, three week program focused on educational and counseling activities, academic support, study skills, anger management and leisure/recreational skills.

√ Baltimore, Maryland ... The Central Area Alternative Center offers education and therapeutic services to students who are unsuccessful in their home school. The school's mission is to build self-esteem and self-discipline in each student through educational and support services. Techniques include individualized and group learning, emphasis on lifelong learning skills, thematic and cross-curricular approaches and cooperation.

The Models ...

During the 1995-96 school year, the PASSP-Lincoln Alternative Education Project sought submissions from all public and private alternative education programs to select model programs in five categories to be presented at the 1996 PASSP Assistant Principals Conference and to be included in this report. The model AEPs described in this chapter were selected through a two-step process by the PASSP-Lincoln Advisory Committee and a panel of individuals representing a variety of educational, juvenile justice and business groups.

These model programs were selected based on how well they met the following criteria determined by the mission and goals of the PASSP-Lincoln AEP Project:

- addressing the needs of disruptive students;
- involving other agencies in a collaborative effort;
- providing both academic skills and behavior management;
- involving parents and/or guardians in an ongoing fashion;
- offering a transition process to return the student to the regular classroom.

From a total of 65 programs submitted to the PASSP-Lincoln Project, programs were first categorized by type, such as rural, urban, suburban, consortium and privately operated, then ranked through a number rating.

The models, presented here, represent exceptional efforts on the part of educators and concerned citizens across the commonwealth to address the needs and issues of the growing at-risk student population.

Public Consortium

AVEP - Alternative Vocational Education Program

Lancaster-Lebanon Intermediate Unit 13
Willow Street Vo-Tech
Willow Street, PA 17584
Dan Burkholder and Dr. Brenda George
717-464-2771 ext. 258

The Lancaster County Alternative Vocational Education Program provides a program for students, ages 16-18 and in tenth grade and beyond, who are unable to function in the traditional secondary school setting due to chronic disruptive behavior. The AEP provides a carefully structured school environment, individualized to meet the academic and personal/social needs of adolescents.

Serving 11 school districts, the AVEP operates under the following mission:

"To promote student success by transforming students through continuous improvement and accountability in the areas of social and emotional development, vocational skills, academic preparedness and community thoughtfulness. The eventual goal for AVEP students is to be positive adult contributors to society who are self-starting and self-managing individuals."

Program objectives include:

1) to lower the rate of the student's absenteeism;
2) to remediate the student's disruptive behavior in the school setting;
3) to remediate deficiencies in the student's basic skills;
4) to develop career awareness;
5) to increase parent involvement in the student's learning experience;
6) to build self-confidence and self-esteem in each student;
7) to mainstream students into their regular school program.

Operating since 1987, the AVEP serves between 60 to 70 students a year. The program operates during the school year from 7:50 a.m. to 2:30 p.m. Dr. Brenda George of IU 13 supervises the program. Dan Burkholder is the program coordinator who is responsible for new students, discipline, instruction and technology implementation. Staff consists of two teachers and Mr. Burkholder, and one guidance counselor who counsels students in one-on-one situations and small groups and additionally handles vocational placement. District transportation is provided.

Students are referred to the AVEP through administrative procedures at each participating school. Each participating school district

has four positions for students. The sending districts each have a contact person, usually an assistant principal who is responsible for communications between AVEP and the district. The entry process can be completed in one to two days and includes the completion of a referral form and a meeting with parents and student to determine goals. All students are able to receive credit for the school year if their performance is satisfactory in AVEP.

Students receive instruction in the academic area for one half of the school day and vocational training in an area of their choice for the other half. Beginning students on disciplinary restriction use the individualized, pass/fail Level I curriculum which includes math, English, social studies, science, journal writing and newspaper analysis. The majority of students use the Level II multidisciplinary curriculum with portfolio documentation. Supplementary materials are also used which include technology on-line, teenage sexuality, economics, vocabulary building, community service and guest speakers.

Local businesses provide guest speakers and offer community service opportunities for AVEP students such as an electric go-cart project sponsored by PP&L and PECO and building construction work with Habitat for Humanity.

The AVEP staff operates a behavior modification point system which is posted daily. Each student receives 20 points when they arrive on time. If a violation occurs, points are deducted. If students work beyond expectations, extra points are awarded. The recording period begins on Friday and ends on Thursday of each week. When a student earns 85 points for the week, he/she qualifies for extra vo-tech shop time or extra computer time on Friday. Additionally, students must attend Monday and Tuesday to qualify for community service on Wednesday.

Most counseling occurs through the use of small peer support groups which meet weekly. All AVEP students are required to participate in a group. Topics include decision-making, conflict management, teenage sexuality and drug and alcohol issues.

Parents are involved from day one when students enter the program at the intake meeting. All staff members carry a telephone list, and parents are informed about what is happening in school. Each month parents are invited for a support group meeting. Approximately, seven to fifteen parents attend these meetings. If students are not meeting requirements, parent meetings are scheduled immediately.

The most important conference occurs when students enter. Goals are set and students, along with their parents, decide whether they will stay in AVEP long term or return to the sending school after a minimum 45 days. Most students enroll for a long-term stay; students are required to set career goals, write resumes and prepare job applications.

Students are evaluated on a pass/fail basis when they first enter AVEP, but when they move to the Level II curriculum they receive letter grades for each subject. Students take a test every Friday related to material covered during the week. A portfolio is kept of each student's best work. For vocational evaluation, each student works on and demonstrates competencies associated with a particular trade area.

Staff have received training in student assistance, reality therapy by the William Glasser Organization and instructional techniques in Effective Teaching by Erlene Minton.

Students graduate by meeting the home school district credit requirements. If credits are needed in the senior year, students remain in AVEP to complete requirements. When students near the completion of the high school vocational training, they qualify for a co-op job position related to their training.

After students leave AVEP, they are invited back to share their experiences in the world of work and college. Student calls and visits are done on an informal basis.

Approximately one-third of AVEP students are on probation, therefore regular contact by telephone and meetings with probation officers are an important part of AVEP success. AVEP is affiliated with a community intensive treatment service for youth which provides intense supervision of the most at-risk students

on probation.

AVEP staff indicates that the collaboration among all entities promotes the program's successful results.

Public Urban

VISTA - Violence Intervention School Teaching Alternatives

Allentown School District
Allentown Boys & Girls Club
720 North Sixth Street
Allentown, PA 18101
Ralph Daubert
610-821-2651

The Allentown School District Violence Prevention Coalition, comprised of over 100 district staff, community members, parents and students, proposed prevention and intervention strategies to combat violence experienced in the schools and in the lives of students. The major strategy was the establishment of an alternative education program, VISTA.

> VISTA operates under the mission:
>
> "To provide a positive, structured environment to ensure a successful educational, behavioral, and vocational experience. The VISTA program, in collaboration with the student, parents, and the community, will provide a supportive atmosphere in which the specific behavioral, emotional, and academic needs of each student are addressed. Students are encouraged to value life-long learning, to grow up healthy and safe, and to develop into competent, contributing members of the community." Further, VISTA can be described as providing opportunities to serve students whose at-risk disciplinary behaviors are disruptive to the learning process.

Serving students in grades seven through twelve, schools within the district recommend placement of a student into VISTA. An intake meeting with the student, parents, appropriate agency representatives and VISTA staff representative is scheduled. The student may be enrolled for up to one school year with periodic evaluations conducted to determine eligibility for return to the home school or an appropriate alternative educational program such as Cities in Schools.

Approximately 60 students are served through VISTA, which is located off-campus at the Boys & Girls Club of Allentown. Operating during the school year, VISTA runs for five and one half hours Monday through Friday with a three hour academic session daily.

VISTA program components include behavioral counseling, academic counseling, career counseling, self-paced, individualized instruction, small student-staff ratio, ethnically and culturally diverse staff, supervised work and service learning experiences, computer-assisted instruction, community mentorships, internships and community-wide collaboration.

Educational programs are individualized to meet the needs of each student utilizing computer integrated systems, small group instruction and individualized instruction. Integrated cross-curriculum units have been developed by staff and include law-related education, practical math, literature, English skills, social studies and related areas.

Student evaluation is conducted on the basis of attendance, academic progress, attitude, service learning or work site performance and counseling participation. To exit the program, students must meet established requirements in each area.

Exit criteria include the following areas and performance levels: attendance, 90%; academics, 80%; attitude rating, 90%; service learning or work site, 90%; counseling participation, 90%. Preparation for exit includes conferences with student, parents and receiving program personnel. Some students remain in VISTA until graduation.

Students who return to their home school are involved in activities, conferences and guidance through the home school counselor.

VISTA utilizes a three level behavior modification system which monitors student time spent on task, completion of assignments, positive interactions and willingness to cooperate and follow directions. Frequent student and parent feedback and clear expectations help students earn privileges as they progress to

higher levels.

An on-site school counselor and psychologist work cooperatively with agency counselors to provide individual and small group counseling. Treatment providers offer on-site treatment to appropriate students.

Parental involvement is critical. Parents must commit to a high level of involvement in the program. They are involved in the intake session, student assessment and goal planning. Parents select areas of participation in their child's education and in their family's education. Parents sign a contract with VISTA staff documenting their agreements. All parents are contacted by staff at least once a week concerning their child's progress.

Staff includes full time personnel of three teachers, one secretary and one support specialist plus a psychologist, career outreach coordinator and part-time counselor. Staff training is conducted through the Crisis Prevention Institute, Conflict Resolution, National Coalition Building Institute, Student Assistance Team, alternative school visits, district policy and procedure orientations, law-related education programs and computer assisted systems.

VISTA has a very active collaboration component. Juvenile probation officers, mental health therapists and drug and alcohol agencies provide on-site services to VISTA students. A mentorship program and a service learning component involve businesses, churches, civic groups and other community members. Also, Allentown's community policing program coordinates and provides resources to VISTA.

VISTA is successful because it was established upon recommendation and involvement of a wide variety of representatives from social service agencies, school officials, community and business groups, students and parents. Representatives of those groups continue to provide resources, services and involvement with the AEP.

Public Rural

Bangor Area Junior High Alternative
Bangor Area School District
401 Five Points Richmond Road
Bangor, PA 18013-9656
Jack Legath
610-588-2112

The Alternative Education Program in the Bangor Junior High School provides appropriate temporary placement for students who have exhibited learning problems in academics or as a result of resistent, reluctant, or disruptive behavior in the regular junior high school setting. If temporary placement in the AEP does not produce positive behavioral changes in attitude, academic performance, or conduct of the student, other options are considered.

> The basic goal of the AEP is "To create an educational environment to help students who have experienced significant difficulty in the regular school setting to begin to experience success. The alternative setting is intended to provide an environment which will promote change in the student's behavior and academic performance, to the extent that will eventually permit the student to return to his/her original classroom setting." Further, the Bangor School District believes "All children have the right to an uninterrupted education. No student has the right to impede on their rights by hindering the learning process with misbehavior."

Bangor's AEP serves seventh, eighth and ninth graders. The program operates in the junior high building during the regular school hours and days. Placement in the AEP is for 45 day intervals.

Students are referred to the program through a member of the AEP Review Team, comprised of teachers, program chairperson, counselor and administrators. The review team decides on placement of students and assumes the responsibility to monitor student progress to ensure success.

Placement criteria include students who:
1) exhibit underachievement in the classroom due to behavioral problems such

as willful disregard for rules, defiance, lack of self discipline and/or lack of motivation;
2) may have difficulty functioning throughout the school day without disrupting the education process;
3) may have difficulty accepting constructive criticism and/or dealing with authority figures, other students or staff members in a positive manner;
4) may demonstrate poor academic performance;
5) have received a five day suspension.

Class size is limited to a maximum of ten students at any given time. The student remains in the AEP a maximum of 135 days or three marking periods, at which time the need for other placement options is considered.

Stressing increased structure and more individualized attention, Bangor's Junior High AEP staff work with students toward remediation in those areas of behavior and academic performance deemed deficient. The AEP curriculum correlates with each junior high subject area and meets state requirements. Other subjects such as health, physical education, art, computer applications, music, family living and vocational experiences may be included depending on appropriate adjustments to meet individual student needs.

A behavior modification point system is used as positive reinforcement for extra privileges and decreased time in the program. Counseling is conducted weekly in small groups and individualized as needed. Counseling sessions focus on anger management, decision-making and study skills.

Student progress is monitored and reviewed at the end of each marking period or 45 day placement interval. Students who are performing on a satisfactory level are integrated into the regular classroom. Placement in vocational technical programs for age appropriate students is possible and may continue when students return to the regular school setting. Evaluation is conducted by utilizing the Gates Reading Test, Math Placement Test and the California Aptitude Test. Grades are monitored by both the AEP and regular education teachers.

Parent involvement has been positive with parents helping in establishing goals and monitoring progress with rules and behavior modification. A majority of parents have volunteered as tutors and classroom lecturers. Additionally, parents are involved in entry and exit conferences and periodically throughout the time their child is in the AEP.

Staffed by one full-time teacher, a full-time instructional assistant and a part-time psychologist, administrators, teachers and clerical staff of the regular program serve as resource personnel to the program and students.

Students must achieve a "C" average or better in the core subject areas to exit the program. The AEP teacher must recommend students to exit; students exit the program and return to the regular classroom setting on a probationary status. The AEP Review Team monitors student and program performance data on all students and renders the final recommendation assessment. Students returned to the regular school setting meet with counselors periodically as needed over a two month period for follow-up activities such as tutoring, advice and support. Students are given pre-set appointments with the program psychologist prior to exiting; and students are encouraged to continue participation in the group counseling sessions including as a role model.

Bangor's AEP utilizes outside resources for students including mental health services, the Genesis Program, after-school tutoring, counseling and activities. Staff through Lehigh University provides instructional technique training.

The Bangor Senior High School faculty rated the junior high AEP very positive and successful citing less chronic trouble when students reach high school entry and age.

Public Suburban/Urban

City of Erie School District Alternative Education Program

Erie School District
1511 Peach Street
Erie, PA 16501
Robert Oliver
814-871-6279

Serving five districts in Erie County, the Erie School District AEP operates under the mission:

> "To provide each student with a variety of opportunities to experience success through a humanistic approach that addresses individual needs. The goal of the program is to focus on a positive reinstatement of students into an appropriate school setting."

Erie's AEP serves students in grades six through twelve at six sites located within the Erie School District. School sites are used for the AEP evening program which operates from 3:15 to 7:45 p.m. while daytime programs operate from 10 a.m. to 3 p.m. at the Boys and Girls Club of Erie.

Serving as an intervention strategy, Erie's AEP focuses on the development of pro-social behaviors. Students placed in the program have been referred for the following reasons with referrals reviewed by the assistant superintendent:

1) chronic disruptive behavior where incidents and school interventions are documented;
2) district justice orders for truancy;
3) other treatment programs as an appropriate intervention;
4) violation of juvenile probation;
5) returning from residential treatment placement or incarceration.

A strict procedure is followed to enroll a student in the AEP. School principals must maintain anecdotal records of the handling of a pupil's transfer to the AEP, parents must be informed, and special education student referrals must utilize due process hearing rights.

The AEP offers tutoring in the core subject areas under a module instructional plan. Modules focus on individual learning needs through diverse multicultural learning lessons designed for individual success. Modules incorporate math, science, language arts, social studies and related arts.

A student performance level system is employed to monitor student progress. As students progress through the levels, individual points are earned on the basis of academic and behavioral performance. Movement into the next level is also dictated by staff input, portfolio assessment, attendance and tardiness.

Students enter the AEP at the Orientation Level where expectations are set and policy and rules reviewed; the orientation phase usually does not exceed five days. Students at Level 1 must earn 18 points for 10 days then submit a written application and self-evaluation before being considered for Level 2. At Level 2, students must earn 20 points for 10 days, the last three days must be consecutive, and submit a written application to enter the next level. At Level 3, students must earn 23 points for 10 days, the last five days consecutively, and provide a written letter to the administration to be reinstated to the regular school.

During the time students are enrolled in the AEP, intensive counseling is provided a minimum of twice a week. Skillstreaming for adolescent curriculum is used along with anger replacement training. Outpatient mental health therapy and outpatient drug and alcohol therapy are also provided on-site for students who have been assessed and referred. Serious violation of any school district policy may result in student expulsion or a return to Level 1.

At each site staffing includes a team of 10 to 12 teachers, three to four behavioral specialists and two site chairs. The program administration includes a program manager and two assistant principals. Staff training is extensive and ongoing and includes curriculum development, maintenance inservices, bimonthly meetings, behavior management training, in-servicing by outside agencies and staff-generated topics.

Parents must attend a one and one half hour intake session, bimonthly phone contacts with staff, and participate in parent conferences as needed and attend parent education groups which are conducted for 10 week sessions.

Student evaluation includes grades given in the core subject areas based on collective input of staff; progress toward reintegration into the regular school is based on cumulative points and level movement. A student must

have completed the Level 3 requirements and have staff agreement before being considered for reintegration. Additionally, a conference with the student, principal, teachers and site chair is held prior to return to the regular school.

Some students make a gradual transition back to their regular school by continuing with the AEP but attending the regular education program part-time. A transition plan is developed for each student based on individual student needs. When back at the regular school, the student's progress is monitored by a mentor. Outpatient counseling continues if needed as well as meetings with the school-based juvenile probation officer if appropriate.

The City of Erie School District AEP operates in a collaborative setting with the involvement of juvenile probation, the Office of Children and Youth Services, Erie County Office of Mental Health and Cove Forge Drug and Alcohol Services. Additionally, students are provided tutors through student and administrative interns from the universities of Gannon, Mercyhurst, Edinboro and Penn State at Behrend.

The Erie AEP has strong support from the City of Erie School Board, superintendent, administration and teachers. There is also broad community support. Evaluation of the program from various community and education groups has found the program to be highly successful.

Private

Lakeside School
Serving Bucks & Montgomery Counties
P.O. Box L
Willow Grove, PA 19090
Brian L. Dager
215-542-7737

In operation since the mid 1980s, Lakeside School is privately operated serving school districts in Bucks and Montgomery Counties with a K-12 student population of 100,000 plus and a 6-12 student population of 55,000.

Lakeside operates under the mission:

"To provide an environment where identified needs of youth may be met. Priorities: focus towards youth in our community with difficult problems; a holistic and balanced program; a work place environment where staff can receive nurture and be involved in an effort that reaches to the public at large; a commitment to excellence both personally and professionally; and a commitment to growth."

Lakeside School serves between 160 to 175 students in grades six through twelve. Students attend Lakeside on the regular school schedule from 8 a.m. to 4 p.m.

Referrals to Lakeside are typically made by school districts or county agencies such as Juvenile Court or Probation and the Offices of Children and Youth Services. Each school district in the two counties maintains its own referral criteria and procedures; usually administrative or multidisciplinary team recommendations are made. Parents and mental health providers occasionally refer students as well.

Enrollment in Lakeside occurs after a referring agency submits a referral packet containing academic and behavioral information and related data. The referral information is reviewed by Lakeside's Intake Coordinator who, as appropriate, schedules an intake conference. The student, parents and referral representative are included in the intake meeting. After the meeting, the Intake Coordinator makes a recommendation to the School Program Director for admission or denial.

The intake meeting is conducted to further assess the appropriateness of a student's enrollment in Lakeside, gather additional information, orient the student and family to the program and complete the necessary paperwork. The referral and intake process usually occurs within 72 hours with students being admitted shortly thereafter.

Lakeside maintains its own transportation system which is funded by each student's home district; a full service cafeteria is provided. Lakeside participates in the federal and state free and reduced breakfast and lunch programs.

Classes of six to ten students are taught by certified teachers. Lakeside has developed and maintains its own curriculum which is consistent with that of the school districts served. Lakeside is licensed by the Pennsylvania Department of Education as a Private Academic School. Diplomas are granted either by Lakeside

or the home school district.

Using a proven motivational reward system, Lakeside focuses on conflict resolution, reshaping inappropriate behaviors, engaging support systems and providing needed help to the student. The discipline system at Lakeside is progressive and includes contracts, plans, conflict resolution counselling, removal from class to the Resolve Room, goal setting, meetings with parents, referral representatives, in and/or out of school suspension and referrals to outside agencies for additional services. The behavior modification plan includes positive recognition, certificates, daily recreation time, special activities, day trips, week trips, free meals and treats and added privileges.

Counseling is individualized through treatment plans and implemented for all students. All students receive individual counseling and group counseling three times a week. Case managers are available daily for students to get help in problem solving, mentoring and support. Groups meet daily to assist students in need of help with goal setting and accountability. A full-time problem resolution counselor is available at all times to aid students in resolving problems and conflicts that may arise. Family counseling services are made available as needed.

Parents are considered essential to a student's success. In addition to the requirement that parents be involved in the intake conference, parents are contacted weekly by the student's case manager who is also available on a daily basis for parent contact. Parents are also provided a Parent Training Seminar, Resource Center and Newsletter and are participants in the end of the year awards banquet and graduation ceremony.

A variety of creative methods are employed to evaluate student progress. Methods and areas of student evaluation include: point system, test and quiz grades, class participation, portfolios, projects, papers, essays, debates, role plays, videos, art projects and the like. Report cards and mid-session progress reports are generated and distributed six times a year. A grading scale consistent with those of the participating school districts is used.

Lakeside also provides various special education services and is licensed to provide both learning and emotional support classes. Certified special education teachers work in conjunction with area school districts to develop and maintain Individual Education Plans and comply with state and federal guidelines for educating students with special needs. College preparatory classes are offered; guidance services directed at college selection, financial aid, admission testing and related areas are offered.

A team assessment involving the student, Lakeside staff, parents, referral representative, school district personnel and adjunct service providers determines a target date of program completion. These persons are also involved in an ongoing evaluation of overall student progress. Attainment of goals identified in the Individual Service Plan determines a student's completion of the program.

A preliminary conference is held at Lakeside to review student progress and develop an aftercare plan upon a student's completion of his/her identified goals. A subsequent conference is held at the public school, if the student is returning to his/her home district. A comprehensive transition plan is available to students returning to public school. Lakeside case managers and staff continue to provide counseling and educational support throughout the transition phase. Lakeside also maintains an alumni association which coordinates activities such as follow-up, contact and continued support.

Although a private entity, Lakeside works in a team approach, and efforts are made to actively involve all systems in a student's life in the planning, treatment and flow of information. Case managers communicate consistently with Juvenile Probation, Children and Youth Services, mental health personnel, individual and family therapists, adjunct service providers and others involved with the student. Lakeside staff is involved in various community networking organizations and makes regular contact with individuals who work with young people in the Bucks and Montgomery communities.

Lakeside has over 20 years of experience working with at-risk youth. The school is highly regarded for its educational programs and maintains an educational system focused on students successfully returning to public school or entering the work force. Lakeside boasts a broad referral base and is accepted by numerous school districts and state and county youth agencies.

The Programs...
single district by county

The programs listed in this chapter and the next two chapters represent a commitment on the part of school boards, administrators, teachers and social service agencies to meet the needs of a growing at risk population of young people. Each program, although not selected as a representative model, is an exceptional example of how a school district and its local community organizations have fulfilled the mission of educational opportunity for all children. Although the programs have many similar components, each program reflects a unique approach to addressing the disruptive student.

School administrators and their respective communities who are considering the establishment of an alternative education program can readily find in these descriptions excellent examples of the components needed to provide an alternative education program for disruptive students.

ALLEGHENY COUNTY

Chartiers School District

In operation since 1995-96, the AEP of the Chartiers School District offers students who are continually disruptive in school and violate the student code of conduct an opportunity to succeed in academic areas within an alternative classroom structure. Referral to the program usually is made by the assistant principal or an outside agency. The student and parent sign a Behavioral and Education Contract.

Four teachers, who have dual certification, and support personnel such as the school pyschologist, attendance counselor and assistant principal staff the program. Staff are given a one week training under the direction of the student assistance team. Students in the AEP attend class in the high school building during the normal school day. The curriculum is the same as the regular program but is more individualized and employs any existing student vocational or work study program offered within the district.

Students are evaluated every 20 days to determine if they will re-enter the regular program. AEP teachers meet with the regular education faculty to apprise them of student progress in the academic areas. When a student exits the program and re-enters the regular school setting, the student and parents are required to sign a probation contract.

Clairton School District

The AEP of the Clairton School District has been in operation for four years and is designed to help mostly senior high school students, middle school students by exception, who are having academic, attendance or behavior problems.

Referrals to the program may be made by outside agencies or school staff. Interviews are conducted by administrators with parents and the student to complete an intake process.

Staff include three teachers with either special education or subject area certification, two intervention specialists, one job developer/ trainer, one mental health therapist, a social worker, a part time administrator and special education supervisor.

Located off campus, the AEP operates approximately six and one half hours a day, Monday through Friday. Students are instructed in the basic district curriculum; physical education is met by portfolio and performance assessment. Video conferencing, computer- generated instruction and on-site work facilitated by Three Rivers Employment are part of the program. Parental involvement includes phone calls to parents daily and a school conference every 20 days. A 20 day evaluation is done to determine student progress and a recommendation for the next 20 days, either within the AEP or return to the regular program.

McKeesport Area School District

Since 1995, the McKeesport Area School District offers an AEP named Start Again for students who mainfest chronic dysfunctional behavior to the extent that the classroom setting is disrupted. Start Again is designed to

teach at-risk students how to function cooperatively and effectively in a community-based classroom. Social skills, behavior control, self-esteem and motivation are integral to the program as well as the core academic subjects.

Students placed in the AEP must have had an administrative hearing or board hearing. Located within the district, the program operates Monday through Friday from noon to 6 p.m. Staff include a supervisor, counselor and certified teachers. Curriculum is the same as for the regular program, but students are graded pass/fail or unsatisfactory/satisfactory. Counseling is a focus of the program with individual counseling, group counseling to enhance social skills, problem-solving, listening and discipline issues and peer counseling. Daily phone calls with parents provide them with information on homework, student progress and problem areas.

Students are considered for reinstatement into the regular program at the completion of 90 days. Assessment and review of progress takes place every 30 days by the MDT. A transition plan helps the student re-enter the regular program.

Pine-Richland School District

Operating for three years, the Pine-Richland School District offers senior high students a full day AEP known as PRIDE for students referred by either the MDT, administration or student assistance team. Located within the high school, PRIDE staff include a counselor, facilitator, instructional aide, four teachers and district coordinator. The curriculum focuses on basic academic literacy skills, social skills intervention, career education or vocational-technical education, life skills and cooperative education. Students may attend the local AVTS on a half day basis, and students with an IEP are supervised in a cooperative education program. On-site mental health counseling is available on a sliding fee basis.

Staff meet daily in a planning period, and professional development funds are available. Staff meet at least eight times with parents during the school year. Students exit the program when it has been determined that the student has met graduation requirements or the student has been placed in a GED program.

Pittsburgh Public Schols

The Options Center is operated by the Pittsburgh Public Schools in cooperation with health, mental health and business partnerships. Located off campus in a separate facility, the program offers at-risk, disruptive students ten days of intervention and individualized attention and instruction. Operating on a half-day basis, the Options Center uses a multi-disciplinary team approach, parent involvement and outside agency assistance to help students develop the skills and attitude needed to succeed in the regular program.

In addition to the core academic subjects, counseling, school survival skills, mentoring, goal setting, decision-making and career exploration are taught.

Exit requirements vary for each student. Suspended students return to their home schools after the suspension or are transferred to another comprehensive high school or long-term AEP. An informal exit interview is conducted with parents included in the session. A counselor or other staff accompanies the student to the new school for transfer students, and an after-care component provides regularly scheduled meetings between student and school personnel.

BEAVER COUNTY

Big Beaver Falls School District - *Middle School Specific*

The AEP of Big Beaver Falls School District has been in operation since the 1995-96 school year and is designed for the middle school student. Placement in the program is determined by behavior reports, suspension, attendance, teacher referrals, violent acts, gang activities or expulsions. The student assistance team, counselors and administration screen the student before placement in the AEP.

The instructional program focuses on the core academic areas plus conflict resolution, career awareness, social skills, community involvement and violence prevention. Housed in the middle school, the AEP staff includes a certified teacher and instructional aide. The

program operates on the regular school schedule. Local law enforcement and local drug and alcohol center personnel offer assistance to AEP staff and students.

Student progress is reviewed at the end of 12 weeks to determine if the student will return to the regular program. They are re-evaluated every six weeks if they remain in the program.

BLAIR COUNTY

Altoona Area School District

The Altoona Area School District operates an AEP for secondary students who are identified as at-risk upon recommendation of a MDT after a student has exhausted the district's suspension policy and following an administrative hearing.

Located in a community center, the AEP staff includes an administrator, six teachers and a counselor available through the high school guidance department. Staff utilize district inservice programs and conferences for training to deal with at-risk youth, behavior modification and curricular issues. The four core academic subjects comprise the basic curriculum as well as intensified counseling to improve discipline and attendance. Half-day vocational training is available to students. Communication with parents on a regular basis regarding discipline, attendance and academic progress is made. Two scheduled parent-teacher conferences per year are required.

Pre and post tests in all core subjects with individualzed and computer assisted instruction are administered to evaluate student progress as well as monitoring attendance and discipline on a daily basis. Students must achieve 90 percent attendance, an 80 to 85 percent average in core subjects, no discipline infractions and fulfillment of a vo-tech or community service component before exit is considered. The MDT determines continuation in the program or readiness to return to the regular program.

BUCKS COUNTY

Neshaminy School District

Operating since 1995-96, Planned Actions Stimulate Success (PASS) offers at-risk students of Neshaminy School District an opportunity to earn a Neshaminy diploma and a plan for a successful future. The program pulls together segments of already existing programs but focuses on an individual plan for each student.

Students who meet one or more of the following criteria are eligible for PASS: 16 years of age or older; at least one full year of school failure prior to grade 9; three or more subject failures during the current year; major discipline problem; attendance problems; and at risk issues that may include mental health, drug or alcohol, family issues. Following an interview, the student and parent/guardian sign a contract. Parents are obligated to attend several evening meetings per school year. Each student receives a customized schedule which includes vocational or occupational screening, school-to-work experiences, vocational exploratory programs at the local AVTS and a counseling component.

Located at Neshaminy High School, a job coach with a mini van provides transportation to jobs, internships, technology exploration programs and the local community college. Partnerships are in place at Bucks County Community College, the local AVTS and several post-secondary institutions and businesses.

Students in PASS exit once they graduate or earn a GED and are accepted into a job placement program. PASS students are guaranteed a lifetime career guidance service from Neshaminy's guidance department.

BUTLER COUNTY

Butler School District

Located within Butler Senior High School, Program for At Risk Students (PAR) is a voluntary program upon the recommendation of building administrators in collaboration with parents and community agencies. In operation since the 1994-95 school year, students sign a one year contract into PAR. Both individual and computer based instruction in seven subject areas comprise the major part of the curriculum while elective and makeup courses, special events, field trips and community service projects are available. Qualified students

may be enrolled in a vocational program or in the cooperative education program. PAR staff assists students in securing jobs from a prearranged job bank.

Staff is composed of professionals selected by a panel based on 12 key characteristic traits, some of which include tolerance, flexibility, non-authoritarian, sensitivity and networking skills. Parents are expected to participate in pre-placement and to visit the school periodically. The student and parent sign a contract. Periodic contacts are made with parents by staff regarding student progress.

An evaluation team reviews student performance within the academic subjects, attendance data, disciplinary anecdotal records, life skills and career awareness test data. Students are evaluated twice each quarter, and each student is supported by a mentor teacher who acts as an advocate for the student. Upon completion of four successful quarters, students are reinstated to the regular program. A transition plan calls for building intervention teams, counselors and principals to participate in periodic reviews of student progress.

Community agencies including juvenile justice, Child and Youth and church related organizations lend support and assistance to the PAR team.

CENTRE COUNTY

State College Area School District

The State College Area School District offers students who have been expelled an opportunity to enter Reclaiming Individual Talent (RIT) for a minimum of five hours a week for the remainder of the school year. Students in the program are provided academic support to complete course work as well as non-school resources to seek career planning. Additionally, the district offers a voluntary RIT program as a preventative initiative to help students avoid more significant problems in the future. Students in the voluntary program are referred by administrative staff and are those who have serial suspensions, conduct disorders, drug or alcohol issues and other concerns which create school failure. Both programs require student and parent sign-off on a contract.

The RIT Committee meets weekly and serves as gatekeepers and program planners. Staff includes one full time teacher and one instructional aide. Support services, such as counseling, health care and psychological services, are provided through regular channels.

Located off campus, the RIT Program operates Monday through Friday from 8 a.m. to 5 p.m. The curriculum includes both academic content with students earning credit toward graduation and an activity component comprised of personal and social skill building. Both individualized and computer generated instruction is used.

Expelled students are not returned to the regular program for at least the remainder of the school year. Those who voluntarily participate in RIT sign a contract specifying the term of the program and are returned to the regular school setting after successful completion of the AEP.

CHESTER COUNTY

Owen J. Roberts School District - *Middle School Specific*

The Intervention Project of the Owen J. Roberts School District focuses on middle school students. Students are referred to the program through school, community or parent contact. An eligibility team consisting of professional staff determines placement based on a review of student records and previous interventions attempted.

The Intervention Project staff includes one intervention classroom teacher, three therapists, four support staff, two counselors and two central office administrators. The intervention classroom teacher must hold certification in either psychology, special education or crisis training and participate in inservice programs. Curriculum focuses on high interest thematic units covering the major subject areas while students are mainstreamed for special area classes and activity periods.

Operating on the regular middle school schedule, the intervention team uses informal behavior modification systems, individual assessment, career awareness activities and as-

signments. Parents are expected to be active participants in placement and during the program duration.

Students do a self-evaluation on a daily basis while a formal written assessment is provided students and parents twice during a nine week period.

CLEARFIELD COUNTY

DuBois School District

Operating since 1992-93, the Dubois School District offers two alternative education programs, one for senior high and one for middle school students. The DuBoise AEP is designed for students who have repeatedly violated school policy and face expulsion and for those who exhibit chronic attendance problems.

Located within the senior high and middle school buildings, the AEP operates from 3:30 to 9 p.m., Monday through Friday. No more than 4 students are assigned per teacher. Course work involves only academic subjects; the program has been grated a waiver for art, music and attendance requirements.

The AEP staff work in conjunction with regular staff to ensure the basic subject area materials are on schedule and cooperate with juvenile justice, student assistance and related social agencies. Regular contact with parents is made to provide updates on student progress and parental concerns.

Staff assigned to the AEP hold at least a Level I instructional certificate.

At the end of the marking period, a conference is held by the AEP evaluation team to determine student progress and potential to return to the regular program setting. The AEP evaluation team consists of the program faculty, administration, guidance counselor, the student and parent/guardian and other professionals as deemed necessry.

CLINTON COUNTY

Keystone Oaks School District

The Keystone Oaks School District operates a Day Treatment/Alternative School in a former elementary school building owned by the district for secondary school students who are determined at-risk. A student is placed in the program through the district's IEP process, continual violation of school code or court order. Upon referral, the AEP staff interview the student and family to determine the needs of the student. Representatives from the school and county agencies participate in the intake as necessary.

The program staff consist of two teachers, three counselors, family therapists and director/therapist. Individualized curriculum and instruction are planned and executed by the teaching staff in conjunction with the IEP process, if appropriate. Incorporated into the program is a four level behavior modification process with daily student self-evaluation and utilization of positive and negative consequences. Students have access to the county vocational-technical school and community service projects. Individual and group counseling is offered; family counseling is required. Parents are invited to attend conferences to keep up to date on student progress.

A student is assessed on readiness to return to the regular program when he or she successfully completes the third level of the program's four stage level system. This includes a required 40 day minimum stay in the program. Transition to the regular program is based on individual needs.

CRAWFORD COUNTY

Conneaut School District

The Conneaut School District has operated its AEP for secondary school students since January 1996. Expelled students may elect to enroll in the AEP to meet compulsory attendance laws and remain until their expulsion period is completed. Other students are enrolled in the program through recommendation of the district's hearing officer. Students remain in the program for a minimum of nine weeks at which time they may re-enter the regular school program based on an assessment of their progress.

The instructional program of Conneaut's AEP includes basic skills development, social services and a behavior modification compo-

nent. Support personnel from county agencies assist staff in meeting the individual needs of students. Pre and post conferences with students and parents are required; parents are notified any time their student is disruptive.

Staff include one administrator, two to four instructors and one counselor.

A panel of school professionals will evaluate the student's AEP record to determine return to the regular program.

CUMBERLAND COUNTY

West Shore School District

Located in one of the West Shore School District's middle schools, the AEP serves students in middle and senior high school. Students are considered for the program if they exhibit chronic truancy, tardiness, continual academic deficiences, disruptive behavior or violation of school code. The program operates during normal school hours.

Students are instructed in the regular curriculum and earn participation in work study or vocational technical school based on points achieved in the program. The point system also is a means to continually evaluate student performance and progress. Much of the point system is self-monitoring, but adjustments are made as needed.

In addition to professional instructional and supervisory staff, the AEP has available a crisis counselor and uses a service learning project to motivate students. Based on student performance which includes grades, attendance and behavior, a screening and review committee determines if the student has met goals and is ready for return to the regular program.

DAUPHIN COUNTY

Central Dauphin School District

Central Dauphin School District has operated its AEP since 1989-90 for secondary school students. The on-campus program utilizes the regular school day and employs two part time teachers, six full time teachers, one counselor and one administrator.

Central Dauphin's AEP offers an educational option for those students who are unable to cope effectively with the regular school program and also serves as a transitional placement for those students returning to the regular program after an expulsion or residential treatment. Most AEP students have a history of discipline or truancy problems, academic failure, poor self-esteem and ineffective relationships with peers, parents and authority figures.

A district administrative committee reviews all referrals to determine placement in the AEP.

In addition to academic work, the program offers character development, conflict resolution and social skills enhancement. Counseling is required twice a week to uncover attitudes, experiences and influences which cause the student to behave inappropriately.

The length of time a student spends in the program depends on the type of placement. The minimal stay is 45 days. At the end of a 45 day period, the student is assessed to determine re-entry into the regular program.

DELAWARE COUNTY

Upper Darby School District

Upper Darby School District operates New Venture at the high school building for students in grades 9 and 10 during the regular school schedule. Students are referred by parents, multidisciplinary team or administration. AEP students typically are violent, disruptive, truant, failing school subjects or show drug/alcohol problems.

Staff of New Venture includes a teacher for each core academic area, a counselor/coordinator and secretarial help. Although the 9th and 10th curriculum is used, different materials and techniques are used with the AEP students. Behavior is monitored daily with incentives offered weekly. Outside and internal counseling is available.

Parents are involved monthly with an update on student progress; bi-weekly memos are sent home; and individual parent meetings are scheduled as needed. Students sign a behavior contract. A social worker, children and youth worker and juvenile justice representative are available and used as needed.

Students exit the program after passing the year and maintaining their behavior contract.

Ridley School District

The Ridley School District has operated the Ridley Alternative School since 1995-96 serving students ages 13-18 who are unable to function in the traditional secondary school setting due to chronic disruptive behavior. Referrals are made by the sending school with documentation needed to show academic progress or lack thereof, attendance data, disciplinary record and related information. The Director of Pupil Services determines placement into the program.

The student and parents have input into the contract both must sign which identifies ruls and responsibilities.

The program provides a structured school environment, individualized instruction and one-on-one relating to enhance social skills. The educational program remediates deficiences in basic skill areas with special emphasis on core academic areas. Operating during the regular school day and schedule, the program is housed in an annex building to the senior high school.

ERIE COUNTY

City of Erie School District - see chapter, "The Models"

Corry Area School District

The Corry Area School District's AEP began serving middle and senior high students in 1995. Principals recommend students for placement when all other disciplinary measures have been exhausted or when a transfer student from an outside agency re-enters the school district.

Eight subject area teachers, one per period, work with students who work on assignments from their own schedule. A behavior checklist is recorded daily for each student. Students earn points for privileges and for eventual exit from the program. A counselor visits daily for a group session and one-on-one interaction as does an administrator.

After each 15 day period, an informal meeting is held to evaluate student success; parents are usually involved through notes or phone calls on a daily basis. Weekly reports on each student are sent home and distributed to appropriate administrators. Some county agencies provide assistance and services.

Students demonstrating consistent positive effort and improvements are observed by teams. Students write five goals to work on once exit has been agreed to. Support staff are available to the exiting student to help and see the student meets his/her goals when they've returned to the regular program takes place.

LACKAWANNA COUNTY

Scranton City School District

Established in 1995 and operated by the Scranton City School District, Yellowwood offer a community-based experiential service learning curriculum for students in grades nine through twelve who experience difficulty in the traditional educational setting. The program operates throughout the year at various work sites, comprised of 15 community service and civic organizations. Each site is assessed for its value as an enriched curricular component and its vocational potential. Hours are varied with a minimum of five and one half hours daily.

Referrals to the program may be made by outside agencies, including Juvenile Probation and Family Court, parents, the multidisciplinary team, or school administrators. Parents are involved in all aspects of the program including the intake process, assessment, celebratory events, and graduation/exit.

Staff consists of one teacher-coordinator and 20 site supervisors. The district provides the site supervisors with staff development training including bi-monthly professional development seminars, SAP training, and Peer Mediation-Conflict Resolution Training.

Exit requirements are successful completion of 53 state-mandated competencies, and GED passage. Student evaluation is based on both site supervisor and teacher-coordinator assessments in vocational and academic com-

petencies. Before exiting the program, students must meet with a team which oversees the program.

LANCASTER

Conestoga Valley School District

Operated by the Conestoga Valley School District, Alternative Learning Program serves students in grades seven through twelve. Classes run from 4:00 until 7:00 p.m., Monday through Thursday at the Conestoga Valley High School.

Students are referred by the MDT, parents, or administrator. Upon referral, a meeting of the student, parents, counselor and administrator is held to determine the more appropriate course of action: placement in ALP or referral to the school board for expulsion. Upon entry into the program, the student, parents, and administrator sign a Discipline Plan and Behavior Contract. Staff consists of four teachers, including Learning Support, and a primary administrator. Any secondary administrator may be involved. ALP teachers are encouraged to act as advisors to each student, assisting to prepare them for successful return to the regular school program.

Each student receives instruction in English, math, science, and social studies based on the planned course for the classes being taken prior to ALP assignment. If a high school student already enrolled in a half-day vo-tech program is assigned to ALP, he/she may be permitted to continue at the AVTS if work there has been acceptable. While enrolled in ALP, students have access to their counselor, a clinical psychologist, and the district's home-school visitor on an as-needed basis.

Parental involvement is an integral part of the ALP. Students are not assigned to the program without the support and commitment of the parents, and their willingness to meet specified parental responsibilities. Each teacher communicates with the parents at least weekly with written reports, phone calls, or conferences.

The student's progress is evaluated by each teacher, taking into account academic, attendance, and discipline factors. Improved effort and/or achievement since entering ALP may also be considered in determining report card grades. Upon determination that a student has either satisfied or substantially improved, he/she may return to the regular school program. An exit conference is conducted by the student's home-school administrator with the student, parents, regular teachers, and counselor participating.

Ephrata Area School District

The Ephrata Area School District implemented the Alternative Learning Program in November 1995 to serve students in grades seven through twelve who have exhausted the traditional disciplinary procedures. Classes are held in the senior high building from 3:15 p.m. until 6:15 p.m., Monday through Thursday. Students are referred by the administrative staff. The intake committee consists of an administrator, counselor, and teachers from the middle school and high school.

Staffing includes four program teachers in addition to regular school staff. Staff is provided specialized training and the opportunity to learn through observation of the Eastern Lancaster County School District program, after which their program was modeled.

Regular classroom teachers provide lesson plans to program teachers. Students are eligible to earn credit in English, social studies, math, and science. Emphasis is placed on returning the student to the regular classroom. Students are in the program a minimum of 45 days.

Parents are present at all conferences prior to placement and are invited to accompany their child to class on any given night. The program staff contacts parents weekly.

Exit requirements are that the student meet the objectives established at the time of placement. An exit evaluation is completed by the program coordinator and presented to the intake committee. The student is also required to write a letter requesting readmission to the regular program.

Eastern Lancaster County School District

The Alternative Learning Program, oper-

ated by the Eastern Lancaster County School District since 1993, serves students in grades seven through twelve who have exhausted the traditional disciplinary procedures and are simply not functioning in the traditional setting. Classes are held in the home school Monday through Wednesday from 3:15 until 6:15 p.m. and Thursday from 4:00 until 7:00 p.m.

Placement in the program is on the recommendation of the school administrator, and entrance is in lieu of/or the result of an expulsion hearing. While assigned to ALP, students are not allowed on school property other than to attend class, unless accompanied by a parent or guardian, and are not allowed to participate in or attend any extracurricular activities. Minimum placement is 45 days, and re-entry to the regular school program is a major goal.

Certified secondary teachers, selected for their abilities to work with dysfunctional youth and subject area competence, provide instruction in applied math, science, social studies, and English. A program coordinator oversees the daily operations, provides communication with the home school and coordinates consistency among staff and students in the program. Students work individually with the coordinator to develop skills necessary to become a productive, responsible learner.

Parents are involved in the intake process, meeting with the student and the school administrator, and co-signing the student's behavioral contract prior to placement. Parents are encouraged to visit often and are notified immediately about absence or other issues as they arise. If the student is involved with law enforcement, outside counseling, or chemical rehabilitation, parents are encouraged to sign a release form so that information can be freely shared among all agencies.

Re-entry to the regular classroom requires that all four ALP instructors complete a student exit evaluation to assess whether the student successfully met the established criteria. A parent/student readmission to regular education program meeting with at least two building administrators is mandatory. Proof of mandatory counseling and/or rehabilitation, if applicable, is furnished at that time.

Lancaster City School District

The Buehrle Alternative School, operated by the Lancaster City School District, provides educational and guidance services to all students in grades six through twelve who are identified as potential dropouts, and students in grades six through nine who exhibit behavior problems at their home school. The program is located at the Buehrle School building and provides two and one half hour of individualized academic instruction daily.

The middle level program is based on behavior; middle school students are referred by the administrative/guidance staff of their home school. Special needs students are not candidates for the program. Students returning from placements in outside facilities are assessed to determine their potential for success before being admitted.

Senior high school students enter via an application or request or by referral from administrative/guidance staff. These students have been identified as at-risk of dropping out, not as behavioral problems.

Staffing includes five classroom teachers, a counselor, a special education teacher, a work study coordinator, and a principal. Faculty is required to have at least two years teaching experience and the desire to teach in an alternative education environment.

The program provides daily instruction in the academic areas of communication arts, math, social studies, and science. Special sessions on employability skills and counseling are conducted by an on-site work study counselor, regular district counselors, and contracted counselors. All students in grades ten through twelve must be employed, attend the area votech school, or participate in a Service Learning Project.

Representatives from local civic and service agencies, including Neighborhood Services, YWCA, Planned Parenthood, and Millersville University are a part of the program. The Spanish-American Civic Association is contracted for a part-time family specialist who works with students and their families. Additionally, there is a juvenile probation officer

housed in the school on a full time basis.

Middle school students may return to the regular classroom when they demonstrate: regular attendance; good behavior; evidence of achievement as measured by performance in the classroom and/or district or standardized test data. The major goal for senior high school students is to complete a high school education. High school students may stay in the program three years and graduate or may resume their education in the regular classroom.

An evaluation team measures the student's level of achievement on the basis of observation, judgment, tests and rating scales, alternative data, disciplinary anecdotal records, and life skills and career awareness data to determine whether a return to regular education or graduation is appropriate.

Manheim Township School District

The Manheim Township Alternative Education Program, operated by the Manheim Township School District, serves students in grades six through nine. The program is located at the Manheim Township High School and operates three hours per day for the full year. Students are referred by the multidisciplinary team, administrator, or parents.

Staff include a teacher, aide, part-time counselor, and principal of record. English, reading, math, science and history are taught daily. To facilitate return to the regular program, the curriculum parallels the student's grade level subjects. A contingency management behavior program based on an assertive discipline model is employed. The guidance counselor conducts a Skills for School Success group on Mondays and Fridays. The guidance counselor and teacher co-facilitate an Affective Skills Development group on Tuesdays and Thursdays, and individual counseling focusing on behavior goals occurs Wednesdays.

Parental involvement is considered a critical component of the program. Parents and students participate in the intake interview. Parents sign a contract to monitor the student's behavioral and academic progress through review of the student's daily accomplishment log and ongoing conferences with staff.

Evaluation of academic progress is accomplished through written assignments, quizzes, and unit tests. The evaluation of behavior and social growth are measured by analysis of the student's daily positive behavior points to identify trends for specific behaviors that need to be addressed.

Exit from the program requires that the student have a "C" or better in all five academic subjects and have demonstrated improved academic effort. Maintenance of appropriate classroom behavior for a nine week quarter and no more than three unexcused absences are also required. Each student has an individualized transition plan, prepared by the teacher, for re-entry into the regular program. A parent/teacher conference is held and both parties must sign the transition plan. Prior to re-entry, the program teacher and guidance counselor meet with all teachers to discuss the student's return.

Warwick School District

The Warwick School District AEP, implemented in 1991, serves students in grades eight through ten who are experiencing failure in school. Located at the high school, participants are required to attend four successive 49 minute periods during the regular school day. Students are referred by teachers or guidance counselors.

The staff consists of four teachers certified in mathematics, science, English and social studies. The Assistant Principal and four guidance counselors work with the AEP team in the program operation. Staff training includes the Myers-Briggs Type Indicator inventory analysis.

Instruction is based on a three-year interdisciplinary curriculum designed to provide, through hands-on experience, the opportunity to develop practical skills that will enable students to enter vo-tech school during their senior year. The curriculum is based on themes such as environment, Pennsylvania, energy, and technology. Curriculum applicable to the theme is written by the AEP staff incorporating math, science, social studies, and communica-

tions. Students take one elective course, if desired, physical education, health, and driver's education with regular education students.

Students may enter the program at any grade level and continue in the program until grade 11. During their senior year, students may attend vo-tech school or enroll in a diversified occupational program. Parents are invited to attend an orientation meeting in May and to participate in projects and field trips.

If a student is passing all four subjects they may return to the regular educational program at semester break or at the end of any given year. An exit conference with the guidance counselor, an administrator, and the AEP team is required prior to their return. Parents must approve the transfer from AEP to regular education.

LAWRENCE

New Castle Area School District

The New Castle Area School District implemented their alternative education program in 1993. The program serves students in grades seven through twelve who have repeatedly violated school rules, who have inadequacies in academic and social behaviors, and for whom traditional academic placement has proven to be unsuccessful. Classes are conducted five and one half hours daily, four days a week at the junior high building.

Referral to the program is made upon recommendation from the building disciplinary committee to the superintendent. The committee, comprised of two teachers, one assistant principal, and the school psychologist, reviews the behavior of students who repeatedly continue to violate the school discipline code, despite attempts at behavior modification through such measures as counseling, suspension, and detention. The committee recommends alternative education or expulsion.

The staff consists of a Level I or Level II certified teacher and an instructional aide. Ongoing training in behavior modification techniques is provided.

The basic curriculum includes math, science, social studies and English. Additionally, a component which includes the improvement of social skills and group interaction is provided to all students. Growth in these areas is facilitated by assistance from school guidance counselors, the school psychologist, and appropriate community agencies. Participation in the program is for a minimum of one nine week grading period. Students and parents are involved in writing an Individualized Education Plan and a behavioral contract.

Near the end of the nine week period, the Alternative Education Team performs an exit assessment based on: attendance; behavior; academic work; social skills; and attainment of the Individual Education Plan goals. If the exit assessment is satisfactory, the student returns to the traditional classroom setting. If not, the student is required to spend additional time in alternative education.

LEHIGH

Allentown School District—see chapter, "The Models"

Parkland School District

DEAL or Disciplinary Educational Alternative Learning is operated by the Parkland School District and serves students in grades seven through twelve. It is an optional program that provides supervision, education, and counseling as an alternative to out of school suspensions/expulsions to those students who exhibit continued inappropriate behavior. The program is conducted from 12:30 until 5:30 p.m. during the school term at the Lehigh Carbon County Community College.

Placement, from one day to a maximum of ten days occurs following an informal discipline hearing. A placement of up to ten days may occur on a repeated basis; however, once a student reaches 20 days in DEAL, or the in-school suspension, he/she may be brought before the school board for consideration of placement in DEAL or for a one year expulsion from school.

Staff include a full time secondary education specialist, a half-time program coordinator, and a full time counselor. Each member possesses the necessary certificates required to work in this educational/counseling program.

Teachers receive in-service training in concert with the goals of DEAL. They are encouraged to take an active role in the education of the DEAL students even when not in the home school. Administrative, teacher, and counselor home-school support is provided as needed.

Unique to the program design is the ability to assign only the level of intervention necessary, and to individualize programming, based on individual student needs as determined by the information gathered during the intake interview. Emphasis is placed on integration of course material and real life application. In concert with the high school teaching staff, students are given daily assignments that are to be completed prior to their arrival on site each day. Work on site is mostly remedial in nature as the majority of time is allocated for in depth group and individual counseling. Among the non-traditional learning activities offered are: addiction awareness education; interpersonal communication skills, conflict resolution group therapy; prejudice reduction workshops; anger management therapy; and goals setting and commitment.

A combined evaluation is completed on each student for each day of suspension by the DEAL teacher in conjunction with the home school professional. The parents of each student must review and sign the daily assessment form to document their awareness of daily progress. Home school teachers receive the daily homework assignments and are asked to grade and provide feedback on the work accomplished by the DEAL students.

Students who are non-violent may be assigned to perform community service hours during their suspension or expulsion. Approval is required by the DEAL Program Coordinator, Parkland School District staff and parents of the student referred to this program component. Sample agency placement locations include the Lehigh Valley Food Bank, Boys and Girls Clubs of Allentown, and the Parkland Community Library.

Parental involvement is required at the informal disciplinary placement hearing and the petition for early return readmittance hearing. The DEAL counselor involves parents in on-site counseling sessions, as needed. The juvenile justice system takes a very active role in DEAL students who are currently on probation through the court system. The local magistrate becomes involved with DEAL students when truancy issues arises. The local police are guest lecturers responding to questions regarding student's rights and responsibilities and legal issues.

Prior to returning to the regular academic program, the student is required to participate in an exit conference with the home school counselor and the DEAL program coordinator. At the request of the DEAL learning specialist, a student may have a special informal hearing to request early return to the home school. The decision to return a student to the home school is made by the building principal upon review of supporting documents provided by the DEAL staff, counselors, parents, and the student.

LYCOMING

Williamsport Area School District

The Williamsport Area Alternative School, operated by the Williamsport Area School District, serves students in grades seven through twelve. Located at the Williamsport Area District Service Center, the program operates from 8:00 a.m. until 2:00 p.m., five days a week.

The placement procedure includes a review of each case by a team comprised of the principal, guidance counselor, student, parents, and school psychologist. If placement in the program is deemed appropriate, a referral is made to the program coordinator who then interviews the student.

The program is staffed by three teachers, one of whom serves as the program coordinator. Staff training is ongoing and includes school inservice and visits to other alternative programs. Students retain their assigned guidance counselor.

The curriculum includes math, science, social studies, reading, English, and academic enrichment. Student work is done on an individual basis and remains grade appropriate, as well as ability appropriate.

A vital part of the program, parental in-

volvement, begins with the referral process and continues throughout the program. Parents are encouraged to come to the program at any time. They are kept apprised of all incidents/absences concerning their child. Community agencies, such as juvenile probation, and West Branch Drug and Alcohol, collaborate with the program.

The student evaluation includes a determination on whether the student is working to their ability; whether classroom time is used wisely; and whether classroom behavior is appropriate. Return to the referring school requires that the student attain and maintain Level II, demonstration of positive change and acceptance of a new direction, for six weeks. The student must also have passing grades in all subjects and must agree to a strict behavioral contract upon their return.

MONTGOMERY

Abington School District - *Junior High Specific*

Operated by the Abington School District, the AREP or At-Risk Education Program serves students in grades seven through nine who are academically, behaviorally, and socially at risk. The program operates from 8:10 a.m. to 3:00 p.m. at the Abington Junior High School.

A core team including an administrator, program coordinator, counselor, school psychologist, and a classroom teacher review referrals as they are received. Members of the team then meet with the parent and student to discuss the program. Staff include a behavior management specialist, teacher, and counselor. Training includes several courses including Lee Cantor's Assertive Discipline, Parents on Your Side and Dr. Michele Borba's Strengthening At-Risk Students Achievement and Behavior. The program coordinator has been certified and trained as an Instructional Support team member.

The educational curriculum parallels the regular education curriculum. Research projects, writing assignments, and cooperative activities augment the curriculum. The teacher and students develop a classroom behavioral code. Additionally, individual goals are developed and monitored daily with reports and student/teacher conferences. Eligible students participate in work study as office assistants, tutors, and study buddies in the district elementary schools.

Parents are considered as part of the team and are kept informed of the student's progress through weekly phone contacts, and home visits, as needed. Parents are advised of absenteeism. Collaboration with drug and alcohol agencies is made through the counselor. Presentations by representatives from various agencies and occupations are offered bi-weekly. Some students are involved with a church-based youth organization.

After each nine week period, the core team meets to review academic records to ascertain whether return to regular education classes is appropriate. Behavioral issues are also discussed and considered. Students may return to the regular education program full time or only for certain subjects, dependent upon the student's individual needs. Prior to return, a transition conference is held with the core team, parent and student to discuss the student's progress.

Norristown Area School District - *Elementary through Middle School*

CARE Creative Affective Remedial Education, located at Roosevelt Alternative School in Norristown, serves students for whom all attempts at behavior modification have failed. Operated by the Norristown Area School District, the program accommodates students in grades one through eight. Student hours are 9:00 a.m. until 2:00 p.m., self contained.

Referrals are made by the multidisciplinary team and the administration. The placement process begins when attempts at behavior modification have not been successful, and the home-school teacher refers the student to a counselor for a Child Study Team meeting. If the behavior is not modified, the principal then confers with all who have been involved with the student and requests an MDE, including academic and psychological evaluation and, if necessary a psychiatric evaluation, In order for placement in CARE, it must be determined that the student does not qualify for special evaluation

services. If CARE is recommended, parents are advised and meetings scheduled. Participation in the program requires parental consent.

Staff consist of three teachers, full time assistant, counselor, social worker intern, and Roosevelt's principal and secretary. Staff are provided ongoing in-service training, and are trained in passive physical restraint techniques and behavior modification program.

Books and materials from the home school are used, with the exception of readers. Novel units selected by CARE teachers are used instead. The primary goal to alter behavior is addressed through: positive reinforcement; direct instruction; feedback; modeling/coaching; education; a daily, weekly, and monthly reward system; and approximately 40 minutes devoted daily to effective education. Conflict resolution and service learning are vital components of CARE. Participation in the program is a minimum of 45 days; maximum is 90 days.

Also vital to the program is parental involvement. In addition to written communication and conferences as needed, there is daily phone communication.

Collaborating on the program are: Family Life Education/Counseling Services; Mental Health/Mental Retardation; Juvenile Probation; Buy Scouts of America; Foster Grandparents; Toys for Tots; and various wrap-around programs.

Assessments to evaluate the student's readiness to return to regular education determine whether: over-all positive behaviors are apparent; program participation has been 45-90 days; self-esteem and positive attitude have increased; receipt of the total amount of points in TALID. A CARE teacher meets with Roosevelt's principal, the home-school teacher and counselor, and the parent, and a date is set for the transition to the home school. The student visits the home school for one full day with a social work intern and one full day alone. Weekly follow-up is made with the student for the first two months in home school. Subsequently, follow-up is made as necessary.

Norristown Area School District

The Roosevelt Alternative School is operated by the Norristown Area School District and serves students in grades eight through twelve. The program is located at the Roosevelt Alternative School and operates from 7:45 a.m. until 2:03 p.m., Monday through Friday. The alternative program was designed to serve and educate students for whom an academically-oriented high school is unsuccessful. All students referred can be classified as potential dropouts, i.e. experiencing academic difficulty and/or poor school attendance. Since such students have generally experienced minimal recent academic success, the orientation of the program is vocational.

Referral is usually initiated by a home-school guidance counselor or administrator. The interview process includes an intake meeting to determine the reason for referral and the student's interest in vocational areas. The student's secondary report record and ancillary data, such as psychological evaluation, teacher reports, and standardized test scores are reviewed.

The staff participate in inservice programs regarding disruptive adolescents.

Students are instructed in the basic academic subjects of English, math, science, health and physical education, social studies, and, if needed, special education. The basic program is expanded by incorporating a school to work focus. Students are provided an opportunity to take a vocational course at the Alternative School Center for Technical Studies or one of the vocational courses offered at Roosevelt. Through an intensive incentive program, students earn awards and rewards for achievement, improvement of their attendance record, and the demonstration of a positive attitude consistent with the goals of the program and the school district. Students are provided ongoing individual, group, and career counseling.

Parents take an active role in the process and with the student sign a contract indicating their support of the Program Goals. Contact with parents is made by telephone calls, school conferences and home visits to solicit parental input regarding their child's progress at school, home, and in the community.

Many community organizations/agencies collaborate in the program operation. The Juvenile Justice Office refers students and maintains communication and monitoring of students placed in the program. Family Center and Mental Health Services are referral sources for students receiving counseling outside of school. Businesses, churches, and civic groups provide employment and community services. Support is also provided by the Montgomery County Family Center, Mental Health/Mental Retardation, ELFUNS (Retired Workers from General Electric), RSVP, and Foster Grandparents.

Exit requirements require an assessment of the student's performance in the following areas: progress in changing and adjusting academic performance and attendance rate; progress in academic areas including homework, classwork, class participation, and growth in subject knowledge; progress in attendance and reporting to school timely; development of employment-related skills and a positive and productive vocational experience; and personal areas including attitude, integrity, judgment, and responsibility. Students must attain at least satisfactory performance level for three out of four quarters. A team approach is used to review the data, including input from teachers, counselors, employers, and parents. Transition time is scheduled for the student before returning to the regular school program. Students are initially scheduled for part-time stays at their home school. Aftercare includes the tracking of student data regarding attendance, in-school suspensions, out-of-school suspensions, grade point average employment performance, and personal competencies at six weeks, three months, six months, and one year.

NORTHAMPTON

Bangor Area School District — *Junior High Specific* — all chapter, "The Models"

PHILADELPHIA

Philadelphia City School District

Operated by the Philadelphia City School District, the Thomas Shallcross Remedial Disciplinary School serves 200 middle and secondary school students in Philadelphia. The program is located in Northeast Philadelphia and operates Monday through Friday from 8:15 a.m. o 2:30 p.m. Students who commit serious school code violations are recommended to the program through the Office of Senior High Schools by the referring school's administration.

The staff includes one administrator, 25 teachers, two counselors, one part-time nurse, and a part-time psychologist. Staff training includes peer mediation, behavior modification, conflict resolution, non-violent crisis intervention, team teaching, cooperative learning, and technology in the classroom.

The school's objective is to teach students not only how to behave in school but also in society. The instructional program is based on the philosophy that because students who are disruptive, inattentive, and disrespectful cannot learn, behavioral, social and civic learning must precede academic learning. The Shallcross Model consists of three distinct learning communities: The Transition Zone, The Academic Zone, and The Discipline Zone.

The Transition Zone is the link between the three communities as well as the sending and receiving schools. It has two functions: orientation, and intervention. All students entering Shallcross enter an orientation period during which time they receive twelve lessons in behavior. The lessons guide the student to model the behavior expected of them and teach the interpersonal skills necessary for successful experiences in school, life, and work. Intervention may consist of individual or small group counseling, parental involvement, time out, referral to the Student Assistance Program, or referral to the Discipline Zone.

In the Academic Zone, students continue the process of behavior learning while engaging in academic classes. Students are assigned to an academic team at the middle or secondary level. The team teachers incorporate cooperative learning techniques and peer tutoring and maintain behavior change through lesson planning, simulations, practices, and the Behavior Point Card.

Assignment to The Discipline Zone isolates

students. Upon entry into The Discipline Zone, the student is given the opportunity to immediately change the behavior or have the process for more serious board action initiated. This provides a last chance to students who want to change.

All students receive behavior and academic points in each class every day. Behavior Credit Points measure the success of each student. Students are also provided the opportunity for counseling with their counselor and advisory team. Special programs include values clarification, drug prevention, conflict resolution, peer mediation, technology, parenting, gang prevention, and tolerance. Parents are involved in joint school improvement planning, implementation, and the review process. Regular meetings are held with parents and the Parent-School Compact is monitored to ensure compliance. The program is supported by interaction with Family Court, Probation Services and the Graffiti Squad, the city's anti-graffiti network.

Re-entry to the regular education program requires the student's successful compliance with the Shallcross goals and is reviewed and determined by the Office for Senior High Schools.

VENANGO

Valley Grove School District — *Junior High Specific*

GROW or Gaining Responsibility Through Opportunity and Work is operated by the Valley Grove School District and provides an alternative education for students in grades seven, eight, and nine who have not found success in the regular education program. Specifically targeted are those students repeating junior high school two or more times.

The technical component of the program operates from 9:00 to 11:45 a.m. at the Venango County Vocational-Technical School, and the academic component from 5:00 to 7:45 p.m. at Cranberry High School. Location of the work/volunteer work component (minimum two hour requirement), between 1:00 and 4:00 p.m., is dependent upon placement. A social/personal component operates from 5:00 to 7:45 p.m. Friday at the Home Economics suite. The summer school component is four hours daily for five weeks at Cranberry High School.

Referrals are made by parents, administrators, SAP, teachers, and outside agencies.

The staff consists of two certified teachers, one part-time physical education teacher, one aide/non-professional, and community volunteer tutors. Each student has a Volunteer Faculty mentor, of their choosing. Prior to teaching, staff members complete a mentoring process.

The instruction program is comprised of five primary components; technical; academic; work/volunteer; social/personal development; and summer school. The area of instruction in the technical component is chosen by the student/counselor/parent. Instructional areas of the academic component are applicable to the technical field chosen and include communications, math, and other course as they relate to English, reading and math instructional area of the technical component. Various methodologies are employed to evaluate the student's progress including tests, portfolios, projects, performance criteria. Students are expected to attain certain competencies as part of each component. Periodic conferences with the student, parent, counselor, mentor, and principal are conducted to review and monitor the student's progress. Students are provided access to mental health and drug and alcohol counseling, and the services of the high school counselor. Any major breech of contract or rules results in referral to the county judge for placement.

Parental involvement is vital to the program. Collaboration exists from many community-based organizations such as the Juvenile Justice System, the Literacy Council, RSVP, the Salvation Army, and area nursing homes.

The transition back to regular education requires successful completion of GROW and summer school. Aftercare includes the maintenance of contact with the mentor teacher, and monitoring of the student's grades and academic progress by the guidance department.

WASHINGTON

Washington Effective Behavioral Supports — *Middle School Specific*

The Washington S.D. operates the Wash-

ington Effective Behavioral Supports (WEBS), a program for at-risk students in grades six through eight.

Aimed at reducing the number of out-of-school suspensions, WEBS prepares students for return to the regular classroom. Students receive daily instruction in the core academic subjects plus instruction in social skill building, coping with conflict, classroom survival skills and alternatives to aggression.

WESTMORELAND

Franklin Regional School District — *Middle School Specific*

The alternative class, operated by the Franklin Regional School District, serves students in grades seven and eight. The program is located at Franklin High School and operates from 8:05 a.m. to 3:17 p.m. Referrals are made by the multidisciplinary team, administrator, or SAP to the AEP Advisory Committee. Intake interviews are held with the student and parents to thoroughly explain the program and rules and to provide a signed agreement contract.

The staff includes two teachers, two counselors, and an administrator. Teachers receive a variety of training including special yearlong training.

The educational curriculum is the regular educational curriculum with individual adaptation based on academic needs. Students are required to adhere to alternative class rules; special behavior plans are developed as needed.

As part of the vocational/work study curriculum, students work with elementary and autistic students and help in community service. Counseling programs are directed by the middle school and the school crisis counselors and special programs are also designed for students.

Parents are involved in the intake process and for the duration of the student's participation in the program. Weekly contact with parents is mandatory; however, contact is more frequent, as needed. Community agencies such as Family Services, Children and Youth, Drug and Alcohol, and Vo-Tech support and assist the program.

The exit process requires an assessment, based on class, attendance and behavior records, with special emphasis on the teacher's report. The administrator, alternative teachers and regular teachers confer on re-entry to the regular education program. If re-entry is deemed appropriate, students first return on a part-time basis to gain insight into their ability to cope. Aftercare consists of student progress monitored by ninth grade mentors who are appointed by the assistant high school principal.

Greensburg Salem School District - *Middle School Specific*

The Greensburg Salem School District operates the Greensburg Salem Alternative Education Program for students in grades six, seven, and eight who have severe and/or multiple behavior problems. The program is offered during the normal school day at the Greensburg Salem Middle School.

Referrals to the program are made by the MDT, parents, administrators and outside agencies. Teachers and/or grade-level teams refer students to the Educational Support Team (EST). Parents are first contacted by individual teachers followed by a meeting with the grade-level team and building administrators. The EST maintains contact with the parents while developing intervention strategies that might include services from school counselors or referrals to outside agencies for specialized counseling following a psychological assessment. If none of the strategies is appropriate, or if additional interventions are required to monitor academic and/or behavior performance, students are referred to alternative education. Parental permission is required, and student and parents meet with alternative education program teachers, the principal, and/or assistant principal prior to placement. Students may also be placed in the program by a court order.

The staff includes two full-time teachers with support from two building counselors, the assistant principal, in-school juvenile probation officer and personnel from a variety of outside agencies. Teachers have been trained in child management, classroom management, reality therapy, drug and alcohol counseling

and conflict management.

Students receive individualized instruction with emphasis on math, reading and writing. Students complete a series of reading, math and writing assessments when entering the program. Based on assessment test scores and teacher evaluations, an education program is designed to meet the student's particular educational needs. Classes in social studies, science and health are taught by alternative education teachers while art, music, technology education and family and consumer science courses are taught by special area teachers. Students are mainstreamed for foreign language and higher level math instruction. Instruction is conducted in small groups and often done individually. Local college education majors provide after-school tutoring. Students remain in the program from nine weeks to a full year.

The behavior modification component of the program uses positive reinforcement techniques to elicit desired behaviors that enhance self esteem and to provide the opportunity for students to increase privileges and their level of freedom. Students are obligated to follow the behavior guidelines established to develop a sense of self discipline and to function in highly supervised situations. Failure to respond to positive reinforcement techniques results in disciplinary action which may include a decrease in freedom and privileges, extra assignments, verbal reprimands, corporal punishment, after-school detention, and in severe cases, a referral to the school board and/or civil authorities for disposition to modify behaviors.

All students receive a psychological assessment prior to placement. If the need for specialized therapy or counseling such as drug and alcohol is indicated, treatment is provided by outside agencies. Program teachers provide on-going counseling as needed. Additionally, school counselors and school-based probation officer are available to consult with teachers or to provide counseling to students.

Parental involvement commences with the first step in the placement process through duration of participation in the program and aftercare. Teachers maintain phone contact with parents on a weekly basis, if not more often. Teachers visit monthly with the student and parents in their home to provide Parent Effectiveness Training, offering suggestions and strategies for reinforcing academic and behavior modification programs. Teachers provide periodic reports to parents for at least one year during aftercare.

Alternative education staff coordinates services and maintains contact with numerous community services including the school-based juvenile probation officer, Saint Vincent Drug and Alcohol Prevention. Adelphoi Village, Westmoreland Regional Hospital Comprehensive Counseling Center, Westmoreland Human Opportunities, Children and Adolescent Treatment Services, Westmoreland County Children's Bureau, the County Youth Commission, the District Magistrate and family court judges.

Students must meet academic and behavioral goals of their individualized program and demonstrate ability to function in the regular classroom before exiting the program. Students are retested on the battery of assessments administered upon entry into the program. Based on the results, other academic performance and behavior performances, students are gradually mainstreamed into regular education classrooms. Teachers meet with the principal, assistant principal, grade-level teams and parents to review expectations for student behavior and academic expectations. The transition is gradual, based on the student's ability to demonstrate success in regular education classes. Following exit form the program, monthly follow-up reports are provided to parents for at least one year or until students leave the middle school. Reports include information on behavior and academic performance based on evaluations by grade-level teams, counselors, the probation officer and administrators. Students often maintain informal contact with the alternative education staff.

Southmoreland School District

The Southmoreland Alternative Education Program, operated by the Southmoreland School District and located at the Southmoreland Senior High School, provides a comprehensive educational program for students in grades six through ten as well as a limited educational program for students in grades eleven and twelve. The program, in

existence for five years, operates from 7:50 a.m. to 2:50 p.m., Monday through Friday. Students are both self-contained in three classrooms and mainstreamed during the school day.

Students who have manifested academic, attendance and/or behavior problems are referred by the MDT, parents, administrators, SAP and outside agencies including The Scottsdale Youth Commission and the Westmoreland County Regional Youth Services Center. Students entering the program are evaluated by staff personnel using achievement tests and diagnostic instruments to develop an individualized educational program. Outside testing by psychiatric specialists may be required in exceptional cases.

The staff includes two teachers, one counselor/teacher, one educational assistant and the Director of Alternative Education. Training of staff includes the new teacher induction program with an alternative education staff mentor, in-service continuing education programs, local and state conferences and monthly and summer staff meetings.

The core curriculum includes math, English, reading, science, history, law, physical education and life/study management. Each course follows the regular education curriculum according to grade and level. The educational component is adapted for students having academic or behavioral difficulties in any one particular class. A slow-paced academic approach involving individual tutoring of students is used, with a major emphasis placed in the basic subject areas of math, English, reading and social studies. Field trips to such facilities as the Carnegie Science Center, Carnegie Museum and Westmoreland County Courthouse are used to enhance learning.

In addition to academic and basic life management skills, students are involved in community service projects at hospitals, day care centers, homes for the aged, civic centers and ancillary community-related facilities. Students also participate in the Career Awareness Program, a vital part of the educational plan that concentrates on investigation of careers and associated skills. Visits to a variety of business and industrial sites for observation and orientation is complemented by career counseling, and where possible, job experiences. Vocational study programs are also introduced and emphasized. Students may attend alternative education half day and vocational school the other half.

Positive reinforcement activities for behavioral modification are combined with consequential awareness activities designed to demonstrate the consequences of continued disruptive, delinquent, and/or criminal behavior. These activities include visits to various correctional facilities, the county courthouse, a drug rehabilitation center and the morgue.

Counseling focused on the general concepts of self-worth, independence, relationships and success encompasses every individual or group interaction. Individual meetings are primarily used as problem solving and action plan development sessions while group sessions focus more on value clarification and goal attainment.

Parental cooperation is considered to be a vital part of the program. Continued and frequent parental contact and involvement is emphasized. This includes: parent training seminars; parent open house receptions; parent conferences; and in-home visitations. In-home visits, designed to include both the student and the parent, are scheduled on a regular basis and occur more frequently if needed. These contacts serve to keep the parents informed of the student's progress, to develop a connection and rapport among staff, students and parents and to involve parents in the decision-making processes surrounding their child's educational and emotional needs.

A unique aspect of the alternative education program is the cooperation and involvement of the county civil authorities with the school district. Local magistrates, masters, probation officers, the police department and juvenile court judges work cooperatively with the school district to provide the best possible conditions for the student behavior rehabilitation. Special guidelines have been established to facilitate the judicial system in dealing with truant behavior.

The collaboration with local civil authorities is instrumental in the Consequential Aware-

ness Experiences that allow students to observe juvenile and adult justice and corrections systems ranging from witnessing an actual criminal trial to visiting rehabilitation and correctional institutions. Local businesses are part of the Career Awareness component of the program and community-based organizations provide opportunities for students volunteer facilities such as soup kitchens and nursing homes.

After a student demonstrates continual progress, staff meets to discuss and evaluate the student's academic, behavior and attendance performance and determine whether return to the regular education environment is appropriate. Standardized achievement tests and the Tennessee Self-Concept test are used to evaluate students when they enter and exit the program. Regular nine-week evaluations of academic performance are made by a summatial compilation of daily/weekly performance assessments including homework and test results. Behavior evaluations are made daily using a point system and monthly during the collaborative staff meetings. Following a conference with the parent and staff, the student has regular education classes added gradually, according to behavior modification and ability. At exit, students have more than a 50 percent regular education schedule. Aftercare consists of assignment to a staff member who meets with and counsels the student during the transition phase and on an as-needed basis until graduation.

The Programs...
consortium

Alternative Education Program
Bradford/Sullivan Counties

Located at the Borough Building in Monroeton, the Alternative Education Program (AEP) provides a non-traditional, off-site educational placement for students whose behavior, academic performance and attendance have identified them as at-risk. The program operates from 8:15 a.m. to 3:00 p.m. for 180 schol days and serves students, grades seven through twelve, from eight school districts in Bradford and Sullivan Counties.

Referrals are made by the MDT, parents, administrators, SAP and outside agencies including Children and Youth Services, County Probation, County Juvenile Court and counseling services. All referrals are done in consultation with and through the participating school districts. An intake meeting, held at the school from which the student is being sent, is held with the student, parent, the principal or vice-principal, the AEP manager and, as needed, Probation Officer, school guidance counselor or representative from Children and Youth Services. The administrator provides an overview of the student's problems and the efforts of the school to correct them. The AEP manager explains the program's goals and objectives, and explains the behavior modification policy and the terms of the student contract.

A program manager, two teachers who perform some administrative duties in addition to teaching, and a drug and alcohol counselor comprise the staff. Teachers are trained in-house on the behavior modification policy and the student journal. Normal teacher professional development is greatly encouraged. Classes relevant to alternative education are taken on an in-service basis.

The educational curriculum is based on the subject and content requirements of the student's school district, with an emphasis on math, English, social studies and science. All students must also take a health/life skills class, and reading is mandated for those students who test two levels below grade in reading.

Students may participate in the AEP and Northern Tier Career Center (NTCC), the local vo-tech school, by direction of the home school administrator and the NTCC director. There is no work study.

Students must exhibit behavior appropriate for an educational setting at the secondary level. That behavior is outlined in the student contract and the AEP Behavior Modification Policy. A student journal is used to record positive and negative conduct relative to the terms of the student contract. Failure to adhere to the contract and policy results in disciplinary action, and, if chronic, without offsetting good behavior, termination from the program.

Major emphasis is placed on individual student responsibility. Commencing with the intake interview, students are empowered to change their situation by taking responsibility for their every action.

Drug and alcohol classes and counseling are provided on a one class per week basis. Counselor, caseworkers and probation officers associated with students are encouraged to make on-site visits.

Parents are required to attend the intake meeting, at which time the AEP, Student Contract and Behavior Modification Policy are explained in detail. Communication between the parent and AEP personnel is ongoing, and parents are required to sign student journal entries.

Evaluation of student progress in both academics and behavior is ongoing. Daily staff meetings address areas of concern, and home school administrators are kept informed. At the end of each marking period, academic evaluations are submitted to the home school for placement in home school records.

Except in special situations, return to the home school is based entirely on academic and behavior assessment by the AEP staff. There are three categories of return: Full Success, defined as major behavioral and academic improvement; Partial, a major improvement in one of the two areas; and Termination, failure in both areas. The exit conference includes a report on the student's current status, a discussion of the options and clear delineation of the

actions to be taken. Transition and aftercare are dependent upon the category of the return, AEP recommendations, and the discretion of the home school.

Alternative Education Program
Lehigh County

Located at the Lehigh County Vocational-Technical School, the Alternative Education Program provides an alternative education program for students who are unsuccessful in the traditional educational setting. The program was designed with an emphasis on self esteem and personalized educational preparation to enable students to acquire the necessary interpersonal and employability skills to function as responsible and productive members of society. Serving students in grades nine through twelve from nine participating school districts, the program operates six hours daily, 180 days annually.

Referrals are made by the MDT, administrators and parents. Subsequent to referral from the home school, an intake meeting is held, followed by a recommendation from the administrator, the coordinator of the AEP and the AEP counselor.

The staff includes fifteen teachers, one counselor, one administrator and one coordinator. In-house professional development is provided to staff via conferences, seminars and in-service.

The curriculum includes instruction in basic skills in five academic areas augmented by career-related instruction, life skills instruction and application, integrated academics and vocational studies. The program is integrated with vocational labs as well as outside agencies offering a number of job training opportunities. A cooperative training program is also available to eligible students.

A full-time counselor is available to students. Personal, education and career counseling are provided, as well as regular group sessions.

Parents participate in the intake process, receive regular progress reports and are kept informed of student absences.

There is extensive collaboration between the AEP and various outside agencies including: juvenile justice; the District Attorney's Office; the State Police; Mental Health/Mental Retardation; drug and alcohol agencies; youth groups; businesses; churches; and non-profit organizations which provide assistance and job sites for student training.

Student evaluation is based on teacher/counselor observation, attendance, tests, discipline records, skills evaluation, life skills tests and career-related skills. The potential exists for vocational co-op placement prior to exit or graduation.

Alternative Learning Center
Luzerne County

Developed by the Luzerne Intermediate Unit #18, the Alternative Learning Center (ALC) serves students in grades seven through twelve within the geographic boundaries of the unit. The program provides an alternative approach to dealing with student's socially inappropriate behaviors that contribute to improper adjustment in the traditional learning environment. Located in Dallas, the program operates from 9:00 a.m. to 2:30 p.m. for 185 days a year. Eleven area school districts participate in the program.

Referrals to the program are made by the MDT functioning in the home school. Students referred are those who exhibit such behaviors as: violent and/or destructive; antisocial; rebellious; untrustworthy; social withdrawal; or behavior due to the use of drugs and/or alcohol. Upon receipt of the student referral packet, the principal assigns a liaison to review the information and conduct interviews with the student, teachers, district administrators, parents and involved agency personnel. After review of the information and conducting the appropriate interviews, the liaison, teacher, treatment specialist and outreach worker formulate an Individual Intervention Plan (IIP), which includes goals to be reached by the student upon placement in the program. The plan is then presented to the principal as well as a summary of contacts, interviews and referral forms. The principal then establishes a starting date for the student whereby a conference is held with the parents.

The staff consists of one principal, one liaison (interagency coordinator), two alternative education teachers, one treatment facilitator and three outreach workers. Staff training focuses on Comprehensive Personnel Development Programming. Topics vary and staff training is mandatory on in-service days. Additional training is available throughout the school year.

The curriculum includes courses in the core studies of English, social studies, science, math and reading plus additional studies in social behavior adjustment, job skills training, and civic responsibility education. Emphasis is placed on group activities, cooperative learning experiences and project work.

Recognizing that each student's needs vary and the degree of utilizing a behavior modification system varies with each student, the ALC does not use a formal behavior modification program. Rather, a behavior modification system is used on an "as needed" basis.

The student's home school district determines the availability of work study. The use of a transition specialist employed by the Intermediate Unit is incorporated into the IIP of some students.

The ALC staff are required to possess a certain level of counseling experience. Students needing or receiving counseling prior to referral to ALC are urged to continue with the outside program. External support staff are welcome to attend ALC staff meetings.

Parental participation and support are considered essential for the student to achieve success. Parents are involved at all levels of the ALC process: intake; screening; admission; evaluations; and exit. Regular ongoing communication with parents is mandated for the duration of the student's participation. Student field trips and in-service training are open to parents.

Collaboration is welcomed at all levels. For example, if the student is involved with external support services, those systems are invited to student referral meetings. Systems not directly providing service to students, such as businesses, police and civic groups, are used as potential program supports.

Evaluation procedures include: instructor observation and judgment; attendance data; disciplinary records; core subject tests scores; project completion; and anecdotal records from counseling. The recommended length of time that a student participates in ALC is based on these procedures.

The goal of ALC for junior high students is behavior improvement so that the student may return to the regular education environment. The program objectives are: the student will improve attendance; the student will improve attitude toward school; the student will improve achievement; the student will make the effort to return to the home school; and the student will exhibit life skills knowledge and career awareness.

The goal for senior high students is completion of a high school education. Students may stay three years and graduate or be eligible to resume their education at their former school. While at ALC, they may also explore career opportunities.

Significant progress in attendance, behavior and achievement must be demonstrated before a student may return to the regular education program. Evaluation is ongoing by the teacher, administrator and specialists along with conferences with parents. Possible recommendations may include: return to the home school; expulsion from the home school; other placement within the community.

Aftercare is provided via the interagency coordinator and/or transition specialists.

Alternative Experimental Secondary Education

Cumberland/Dauphin/Perry Counties

Located at the Capital Area Intermediate Unit Special Education Building in Summerdale, the Alternative Experimental Secondary Education program provides an instructional program for students identified as at-risk of failure in the traditional educational program. The program operates from 8:30 a.m. to 3:30 p.m. and serves sixth through twelfth grade students from the Capital Area Intermediate Unit (CAIU) School Districts.

Referrals are made by the MDT, SAP, and

outside agencies including the county Mental Health/Mental Retardation programs. Referrals are received from the Capital Area Intermediate School Districts; however, students may be referred from Intermediate Unit placements where students are not realizing success. In such a case, the Intermediate Unit recommends consideration to the school district for student placement in the program.

Program personnel includes one certified teacher per class, an educational paraprofessional, psychiatrist, psychologist, social worker, technical consultant, supervisor, physical education teacher, music teacher and art teacher. Staff are required to attend three full days of training relating to contemporary topics or areas of related interest. Specific training on Adventure Based Education is also provided.

The district educational curriculum is used augmented by curricula designed to provide basic information for functioning in the employment setting, meeting the requirements of government and law and the maintenance of physical and mental health including coping and problem-solving skills.

The behavior-management program was designed to enhance social responsibility, self-awareness, problem solving and interpersonal skills. Students are encouraged to take a proactive role in monitoring changes in their daily activities and interactions.

Students must participate in group counseling and affective education provided by program staff. Affective Education incorporates a variety of materials on topics such as social skill-streaming, stress management, anger management, drug and alcohol and self-awareness. Adventure Based education, a therapeutic intervention experience, is also utilized to enhance confidence and self esteem. Students participate in activities that assist in developing trust, learning to cooperate with adults and peers and problem solving. Professionals are contracted to lead counseling sessions on specific topics. Individual counseling is available as recommended by staff or requested by the student. This service is provided by the staff member deemed most appropriate to respond to the specific need(s).

Daily communication with parents occurs via the classroom teacher, social worker or technical consultant. In addition to attendance at the intake and exit meetings, parents act as liaisons with community agencies and therapists. Parents are encouraged to have representatives from community agencies participate in the program planning process. Agencies involved in the program include local therapists, law enforcement, juvenile probation and local drug and alcohol agencies.

Students are assessed academically and behaviorally on a daily basis. Bi-weekly case management meetings are held with the program staff including consultation by the psychologist or psychiatrist, as needed. Assessments include formal measures, staff observation, incident report content, parent feedback, achievement measures and psychological and psychiatric diagnostics. The student's self report plays a integral role in the assessment.

The appropriateness of discharge from the program is determined by program staff based on ongoing review of the student's progress. The criteria for return to home school is based upon the student's demonstrated ability to tolerate and profit from a more conventional program or an individual goal set by the student and program team.

Aftercare is the responsibility of the home school, although program staff often maintain contact with the student to assist in the direction and encouragement of continued student success. The support services of the technical consultant are available to the home school to assist with follow-up.

Bi-County Alternative Education Program
Cumberland/Perry Counties

The Bi-County Alternative Education Program provides an alternative education program for students residing in Perry or Cumberland Counties, who have violated the school district's discipline or attendance policies and have been identified as being at-risk of withdrawal or expulsion from school. Participating school districts are: East Pennsboro, Cumberland Valley, Newport, West Perry, and Greenwood. The program, located at the East Pennsboro High School, operates from 1:00 to 4:00 p.m. daily and serves students in grades nine through twelve.

Each of the participating school districts has developed its own placement procedures and has purchased space for students within the program. An intake meeting with the student, parent, teacher and counselor for the alternative education program and a representative from the home school precedes enrollment in the program. An educational and behavioral plan is developed at the intake meeting.

The educational program is designed around a computer-assisted curriculum. The student must complete the learning packets and demonstrate competency in the subject area in order to receive academic credit in a specific subject. The curriculum is supplemented by more traditional approaches such as lectures, class discussions, group work and writing assignments. A teacher and a counselor comprise the staff.

The counselor assigned to the program works with students on behavior modification as well as other areas that assist in adjustment to the regular school environment.

Parental involvement, a critical component to the success of the program, begins with the intake meeting and continues for the duration of the student's participation in the program. At the conclusion of each week, parents are given a performance evaluation of their child. Weekly contact occurs between the parent and teacher or counselor to discuss the student's progress. The teacher and counselor also collaborate with the various social service agencies within the community working very closely with juvenile justice, drug and alcohol, local magistrates and police.

Each student's academic achievement, behavior, attendance and overall performance is evaluated at the conclusion of each semester. At this time, a determination is made whether the student returns to the regular education environment or remains in the program. The adjustment and success of the student upon return to the regular education environment is a critical component of the program.

Community School East

Allegheny County

The Community School East (CSE), operated by the Allegheny Intermediate Unit's Alternative Education Programs, is an educational alternative for dependent and delinquent youth. The program serves regular education students, grades seven through twelve, who are court supervised and residents of the eastern quadrant of Allegheny County. This includes the following school districts: Clairton, Duquesne, East Allegheny, Elizabeth Forward, Gateway, McKeesport Area, South Allegheny, Steel Valley, West Mifflin, Wilkinsburg, Woodland Hills and the eastern area of the City of Pittsburgh Schools. Applicants from outside the catchment area may be considered if unusual needs exist.

The program is located at the Westinghouse Valley Human Services Center in Turtle Creek and operates from 8:15 a.m. to 1:45 p.m. Monday through Thursday and from 8:15 to 11:30 a.m. on Friday. Referrals are made by the MDT, parents, administrators, SAP and outside agencies including Allegheny County Children and Youth Services and Allegheny County Juvenile Court.

Students are initially referred to an Educational Support Center for assessment of academic skills, and if deemed appropriate, readiness for CSE enrollment. Selected students attend a four day orientation after which they are formally enrolled via an intake meeting involving the student, agency representative, parent, Regional Support Center staff, and CSE representatives. The parties discuss issues/concerns and collaborate on a contract that delineates the educational goals and conditions of enrollment. Regional Support Center staff continue contact with the student, are available for on-site interventions, and provide back-up services in the Support Center if the student needs temporary removal from CSE.

The staff includes five core teachers certified in English, math, social studies, science and reading. CSE staff are included in the Act 178 program development activities, are eligible for self-initiated workshops and conferences, may participate in instruction-focused Allegheny Intermediate Unit programs and participate on Alternative Education Initiatives and workshops scheduled three to five times yearly. Teachers develop and implement

courses that parallel those in the local school districts and that meet district requirements for graduation. However, course work is individualized utilizing a variety of approaches such as cooperative learning, thematic work, peer mentoring, cooperative teaching and computer-aided instruction. Interpersonal skill development is taught formally and is modeled by faculty in their daily actions with students.

Physical education, art, drama, educational field trips, community service and the performing arts supplement the academic program offering. A principal oversees the program; however, there is also a site coordinator who manages the logistics of day to day operations such as student attendance, crisis intervention and parent contact. Program participation is 88 to 176 days per student. The test of Adult Basic Education and Quality of School Life assessment toll is administered to students at the onset of enrollment and upon program exit. Students are continuously monitored and evaluated using a variety of methodologies. The school population is formally evaluated weekly, and strategies for addressing negative behaviors are discussed as well as positive reinforcement techniques. Comprehension of personal responsibility and accountability for the student's behavior and success starts with the intake process. Rules are defined and limited in number. Staff and students use conflict mediation processes to resolve conflict. Parental and agency supports, staff meetings and other interventions including a reward system are used to modify behavior.

The educational process includes exposure to work applications, interview skills, work attitudes, work values and work ethics as part of the instructional process. Students may attend CSE part time and either attend district vocational schools, volunteer or participate in internships or work part time. Each student has a CSE staff mentor who provides support, advocacy and consultative help. Many students also retain a Regional Support Center liaison who can mediate issues occurring in areas other than CSE. Also provided are in-home services and community agency counseling services, and drug, alcohol, or mental health counseling through Mental Health/Mental Retardation which has a satellite office in the same location as CSE. Professional help through a partnership with Healthy Start is available for parents and pregnant teens.

Parental commitment is mandatory during orientation. Ongoing discussions between parent and teachers on issues that affect the success of the student in CSE and subject areas that students need reinforced by supervision outside of school occur. Parents are invited to school events, and teachers may be involved in graduation or parent celebrations for their child.

The local police, Pittsburgh Public Schools and other local agencies support the program and funding proposals. Slippery Rock University began an art partnership. Students are actively involved in community support services offered by Westinghouse Human Resources and also serve as volunteers on community projects or activities such as food distribution and Toys for Tots.

Students exit from the program in one of three ways: the student meets the established goals or graduation requirements: the student does not meet the goals of the program because of non-attendance, deviant behaviors, or drug or weapon violations; the student exits via a judicial process and CSE involvement is not possible until the student is released from an institutional setting. Students have daily access to teachers and mentors to discuss the exit process including their fears and anxieties and their next steps. A formal exit conference is conducted with each graduating senior; students who leave for other reasons may participate in an exit interview.

Opportunities for a gradual transition into other educational or vocational environments are offered to students. Release time is possible. Work study is negotiable; college site visits and college fairs are offered. Part-time CSE and public school participation is permissible as are vocational school partnerships. Regional Support Center staff help arrange and monitor the involvement of students in ancillary work or educational milieus.

Many students remain at CSE until graduation. Students who return to public schools are reintegrated through the Support Center pro-

cedures and staff. Students who exit due to unsatisfactory performance or behavior are permitted another opportunity to succeed by attending the Support Center as an interim educational placement or by getting their GED. Services also include the transition of students who break community laws and are sentenced to institutions and group homes.

Creating Learning Alternatives for Student Success

Beaver County

Creating Learning Alternatives for Student Success (CLASS) serves students who have an average or above average academic potential who, for a variety of reasons, are not achieving in the public school environment. Currently housed in Saint John the Baptist Roman Catholic Church in Baden, CLASS serves students in grades nine through twelve. Students from four school districts currently participate with expansion to include other school districts throughout Beaver County.

Referral to CLASS is made by the MDT, parents, administrators, SAP and outside agencies including Children And Youth, Base Service Unit/Mental Health and Juvenile Services. Subsequent to a request for referral to the home school principal, a liaison from the home school meets with the CLASS manager who then meets with the student and parent to explain the program. Student and parental signatures are required on a contract of commitment.

The staff includes two teachers certified in secondary education, one manager (MSW level), one part-time drug and alcohol therapist, and one computer consultant (teacher). All CLASS personnel are Student Assistance Program trained and have a minimum of five years of experience working with high-risk youth. Professional training sessions are held for staff professional development.

The educational curriculum includes English, math, science, social studies and computer application courses, tailored to match the student's level of ability at the time of entrance to the program. Student progress is measured against the program objectives. Students are required to do self evaluations three times yearly.

Support for students in need of behavior modification is provided by the CLASS manager, a licensed social worker. A part-time drug and alcohol therapist is also on-site to provide services. Additionally, many students are involved with external agencies for emotional support and social/behavior modification. Home school counselors provide academic guidance, and career and academic support.

Development of a work to school program funded through the local Job Training Center is under progress. The program will place eligible CLASS students at teaching work sites, allowing the student to learn work skills while earning monetary compensation. Some students are enrolled in the vocational education school for the second half of their day and some maintain part-time employment, The CLASS course of study integrates life skills and is grounded in practical learning experiences.

Parents are kept apprised of the student's progress through frequent calls and personal contacts. They are also informed of all absences. Visits to the school are encouraged, and parents must participate with the arrangement of transition plans.

CLASS is dependent upon collaboration of all partners involved. The Community College of Beaver County Prevention Project coordinates theses efforts through ongoing communication with all interested parties.

Collaboration occurs with participating school districts, and a variety of human service providers including Children and Youth Services, Juvenile Probation, Drug and Alcohol providers, mental health agencies, and job training centers.

Prior to exit from CLASS, the student's academic, behavioral and psycho-social progress is assessed. Transition is unique to the student and may occur any time after a nine week period. Transition may take place on a part-time basis with as little as one course at the home school or may occur on a full-time basis. Transition must include: notification in advance to the home school teachers; notification to the parent; the opportunity for students to walk through their schedule and meet their

teachers; and assignment of a contact person to meet with the student for ongoing support. Aftercare is conducted via completion of teacher observation lists and meetings between teacher and the CLASS teacher/manager. Attendance is tracked closely, and periodic phone contact with the parent is maintained.

Delaware County Academy

Delaware

The Delaware County Academy, located in Upper Darby, provides instruction for secondary students who are at-risk of not meeting the minimum requirements for graduation and was developed by the Haverford, Interboro and Upper Darby School Districts. The program serves students who have not succeeded in the traditional regular education setting; who have not succeeded in their personal lives; and who have low self esteem and are dysfunctional in their relations with others. School districts served are Interboro; Upper Darby; Haverford; Southeast Delco, Radnor and Wallingford-Swarthmore. The program operates in two three hour shifts; 9:00 a.m. to 12:00 noon and 1:00 to 4:00 p.m.

Administrators and/or counselors within the home school meet with potential candidates for referral to review and discuss the student's options. Students and parents interested in the Academy meet with the school coordinator of the Academy to ascertain whether the program suits the needs of the student. If the student elects to participate, the student, parents and coordinator sign a contract with specific terms and conditions. Students who participate in the program but fail to fulfill the requirements of the contract into which they have entered with the school are required to leave. If the home school administration and the Delaware County Academy staff disagree on the appropriateness of the placement of an individual student, the selection process is referred to the Steering Committee of the Academy for recommendation. The final decision rests with the school coordinator.

The staff is comprised of one administrator, one school coordinator, one counselor, two teachers, one job coach and a school secretary.

Students are transferred from the regular school program and receive applied academic, counseling, employability skills and work experience in a project-driven learning format utilizing thematic instruction. Students may stay at the Academy until graduation or may spend one or more years at the Academy.

Parents are involved throughout the student's enrollment at the Academy. Regular check-in times are established with the parents and the counselor to review the student's behavior and attendance. Parents are asked to participate in the annual Delaware County assembly.

All human service agencies and criminal justice units are initially contacted through the Academy counselor on an individual student basis. The counselor has attended orientation for drug and alcohol youth services that serve Academy students. Juvenile probation officers assigned to students meet regularly with the Academy counselor and the coordinator, and the counselor works with the Academy's probation officers.

Return to regular education is possible at the beginning of each school year based upon recommendation of the Program Committee. The committee reviews the student's attendance record and achievements in determining whether a return to regular education is appropriate.

The criteria for a recommendation to the home school for graduation or return to regular education is that the student meet the following conditions: have no more than two minor disciplinary actions during the program year (September to June); have no more than two illegal absences; have a positive attitude towards school; possess satisfactory study skills; have passing grades in each of the basic subjects of communications, math, social studies, school to work and personal development; demonstrate knowledge of life skills and careers; be punctual for class and work assignments; and have a positive evaluation in their work assignment.

Governor Mifflin/Wilson Alternative Education Program

Berks County

The Governor Mifflin/Wilson Alternative

Education Program serves students, grades seven through twelve, in the Governor Mifflin and Wilson School Districts. Classes meet from 4:00 to 8:00 p.m., Monday through Thursday and 4:00 to 6:00 p.m., Friday. Location of the program alternates between the two school districts. Referrals are made by the MDT, Juvenile Probation and Children's Services, when continuation of alternate programs for students previously placed in such programs is requested. Placement ratification is made by the Board of Education, followed by a meeting between the Alternative Education Program Coordinator, the student and the parent. Placement requires the consent and signature of the parent.

The staff includes four teachers, three shared coordinators, two group facilitators, a student assistance specialist and other staff on demand. Staff training includes a two day summer workshop, monthly training sessions and SAP training. In-service is based on teaching the alternative education program model to staff, problem solving and curriculum adaptions and requirements.

Students receive multidiscliplinary, project-oriented instruction in English, mathematics, social studies and science. Each student must complete a designated number of required multidisciplinary projects. Students who participate in vocational-technical education may continue this study.

The program is designed to emphasize awareness of choices and the natural, logical consequences that follow. The staff is trained to make the student aware of the consequence of each decision and to communicate the consequences to the student. Counseling is based on the natural-logical consequence behavior management model. Counseling responsibilities are shared by the career counselor, the student assistance specialist, group facilitators and teachers.

Parents are required to attend weekly meetings for the duration of the student's participation in the program. Program staff meet frequently with juvenile probation caseworkers. The student assistance specialist monitors both student and parent dysfunctions and recommends agency services including Mental Health, Council of Chemical Abuse and religious support organizations, as needed.

Students are required to complete eight individual designated steps to exit the program and return to regular education. These steps include: punctuality, regular attendance, cooperation, deportment and project completion. Other steps are individually designated for students. Also required is the written approval of each teacher to whom the student is assigned. An exit interview with the student and parent is staged by the program coordinator, at which time a cooperative program designed to permit the student to capitalize on personal strengths is established.

Assistance during the transition is made available through a support team in the regular instruction environment, as well as a counselor who is assigned to and maintains regular contact with the student. The program coordinator maintains contact with the student during the transition and also monitors the progress of students upon their return to the regular education setting.

Keystone Adolescent Center

Mercer County

The Keystone Adolescent Center Alternative Education Program is an early intervention program for children and families at-risk. The program affords adolescents the opportunity to avoid an out-of-home placement while providing the Mercer County School Districts with an alternative for students who need individualized attention. Thirteen school districts participate in the program located in Greenville. The program serves students in grades six through twelve and operates in accordance with the student's home school calendar.

Referrals are accepted from the MDT, parents (with home school consent), administrators and outside agencies such as juvenile probation, Children and Youth Services, Mercer County Mental Health and related agencies. After a referral is made, a meeting is held with the participating school district, parents, student and any outside agencies to assess the needs of the student. Upon arrival, a period of adjustment and evaluation is conducted under intense supervision. During this time, staff builds rapport with the student while famil-

iarizing him/her with the program philosophy, rules and procedures.

The staff includes five teachers, two administrators, three aides and one counselor. All staff members are required to receive at least 40 hours of training per year. These trainings include CPR, first aid, passive physical restraint, and seminars focusing on at-risk students and families.

The educational curriculum accommodates the special needs of students with an emphasis on remedial help. A supportive, structured and disciplined environment is maintained while holding the students to a high level of personal accountability. Class sizes are kept to a minimum, eight to ten students, to enhance one-on-one and small group instruction. A positive reinforcement-based point system is utilized as a behavior management tool with daily counseling to improve self esteem.

Students are eligible to attend the Mercer County Career Center and receive GED training in the afternoon. Independent living skills are targeted for students along with the initiation of employment.

Each student has a primary or personal counselor with whom weekly sessions are conducted to discuss issues, goals, behavior, and progress evaluation. Group counseling sessions are also held weekly. Active participation is encouraged. If a student needs additional help or counseling, referrals are made to the appropriate agencies. Arrangements are made to continue services for students who were receiving services from Intermediate Unit 4 prior to enrollment in the program.

Parents are involved in their child's treatment and educational goals. Parenting classes are offered on a weekly basis. The center maintains an open door policy, and parents are encouraged to visit.

Behavioral contracts and motivational point systems are used to ensure and reward positive behavior. Student achievement is monitored via monthly progress reports. Assessments are also made through daily observations and weekly counseling summaries.

Prior to a student's discharge, a review of ISP/IEP goals is conducted by the MDT. An exit meeting is conducted with home school personnel, parents, the student and any outside agencies. The exit meeting focuses on student progress as well as goals for a successful return to the home school.

Students return to the regular educational environment on a half-day basis to provide the opportunity to maintain close contact with the student, monitor the student's progress and provide any necessary support. The student my be returned to the program if unsuccessful during the half-day transition period.

Once the student is back in their home school, teachers receive periodic checklists to monitor the student's academic and behavioral progress. To ensure a smooth transition and reduce the risk of regression, an aftercare program is available to students as an adjunct to the program upon discharge. Students report to Keystone Adolescent Center after school one to five days per week for monitoring of academic progress and treatment issues.

Lancaster County Academy
Lancaster County

Lancaster County Academy is located at the Park City Mall in Lancaster. Created in 1994, the Academy is a cooperative effort by business and education to address the needs of students who have dropped out of school.

Students who enroll in the program are offered instruction toward earning a GED. Instruction is mostly one-on-one and computer assisted technology. The curriclum covers the basics for a high school education and tools to succeed in the workplace.

Students receive help with resumes, head from local businesses, learn about financial planning for managing money and role playing for job interviews.

To be eligible, students must be 16 years old or older, residents of member school districts and have dropped out of school at least six months prior to enrollment.

Lebanon County Alternative Education
Lebanon County

The Lancaster-Lebanon IU 13 operates the

Lebanon County Alternative Education for four districts in Lebanon County: Lebanon City, Cornwall-Lebanon, Northern Lebanon and Eastern Lebanon.

The program offers students suspended, expelled or referred because of discipline problems, a half-day program aimed at continuing their education while reshaping their behavior. Located at the IU 13 offices, students who are expelled or suspended from regular school are enrolled for intensive academic and counseling services. Expelled students who demonstrate improvement in the program are given the opportunity to petition their school district in order to return.

The program offers small class instruction, isolation from students in regular classrooms, counseling and intensive academic tutoring. Students are enrolled for 45 days to a full school year. Students with weapon violations are automatically assigned for a full school year.

Staff include two teachers and a number of part time counselors. Class meets from 12:30 to 4:30 p.m., five days a week.

New Beginnings Alternative Education
Montgomery County

The New Beginnings Program (NBP) is a consortium of the following districts: Methacton, Perkiomen Valley, Spring-Ford, Souderton and Upper Perkiomen. The need for and development of the NBP evolved from two significant factors. First, the integrity of the regular education program cannot be maintained if disruptive or alienated students are allowed to remain in it. Second, when disruptive or alienated students are removed from the regular education program, there are few viable options to educate them. The NBP provides an approach that disciplines yet also provides the opportunity to learn. Located at the Perkiomen Valley High School, the program operates from 4:00 to 7:00 p.m., Monday through Thursday, serving students in grades seven through twelve.

Students are referred by the MDT, parents, administrators and juvenile court. Students who repeatedly violate school rules are referred by the principal to the NBP Director. The condition of placement is usually an extended voluntary assignment rather than an expulsion. Parents are given written notice of the proposed assignment to NBP and also the opportunity to meet with home school administrative staff regarding the assignment. The written notice to parents includes a provision for signed parental consent. If the parent does not consent to the assignment, the student is processed as an expulsion case, and all appropriate procedures apply. The placement procedures also include two meetings, the first with the student, the parents and school district officials. The second meeting has the same attendees plus the NBP Director.

The staff includes one administrator, one counselor and six teachers. Prior to commencement of the school year, staff receive two in-service days focusing on working with troubled youth.

The curriculum includes instruction provided in applied mathematics, language arts, applied science and social studies. Emphasis is placed on the immediate use of what is taught, which is based on the concept that these students have a greater need to perceive the relevance of their course work. Students receive either individual instruction or very small group presentations.

Students are assisted in a job search. The counselor and the job training skills teacher assist in job training skills.

The counselor works with all students to improve attendance, attitude toward school, study habits, achievement in basic subject areas and knowledge of life skills and career awareness.

The NBP personnel maintain close contact with the student's parents from the intake interview until the student returns to the home school.

The juvenile justice probation officer regularly visits the NBP to meet with students. Several students are involved with HOME and Vision Quest. The Pennsylvania State Police present lectures on drug and alcohol use, and the Chamber of Commerce assists in locating employment for students.

Student evaluations are conducted every four and one half weeks, based on: the NBP principal/teacher/counselor observation, judgment, teacher-made tests and rating scales; basic subject area tests; attendance; disciplinary anecdotal records; and life skills and career awareness activities.

The minimum stay in the program is 90 days. At the end of the 90 day period, the entire NBP staff evaluates the student's progress. If the majority indicate that the student has made sufficient progress, the coordinator petitions the home school district superintendent for reentry into the regular education program. The NBP counselor meets with the student prior to exit from the program. There is no aftercare provided.

Operation PLUS

Schuylkill County

The Schuylkill Intermediate Unit has offered Operation PLUS (Positive Learning Under Supervision) since 1980. Serving 12 school districts in IU 29's area, Opeation PLUS first began by focusing on truants and dropouts but has since expanded to also include disruptive students.

The program has two separate systems. The Day Treatment program accepts the traditional Operation PLUS students - truants, potential dropouts and disruptive students. This program offers students both education and counseling including individual, family and group sessions. Also, the program uses like skills and job search and employment segments while focusing on relationship skills and nonviolent conflict resolution.

The second IU 29 program is the Partial Hospitalization program comprised of students diagnosed with mental illness ranging from simple depression to schizophrenia. A treatment team, headed by a psychiatrist who spends one day a week at the facility, provides diagnostic services, treatment plans and medication.

All students receive instruction in the six major subject areas and remedial help in math and reading. Students may engage in vocational exploratory opportunities at the IU vocational school. Both programs work in collaboration with juvnile probation, children and youth services and mental health services.

Parkway West Alternative Center for Education

Allegheny County

Implemented in 1988, ACE serves students, grades nine through twelve, in 12 school districts in Southwestern Allegheny County including Carylton, Chartiers Valley, Cornell, Keystone Oaks, Montour, Moon Area, Mount Lebanon, Quaker Valley, South Fayette, Sto-Rox, Upper St. Clair and West Allegheny. Tuition students from non-participating school districts may be accepted.

ACE is located at the Parkway West Area Vocational Technical School and operates sessions from 7:35 to 10:35 a.m. and from 11:43 a.m. to 2:43 p.m., Monday through Friday for 189 school days.

Referral is made by administrators or school counselors. An intake interview is conducted with the parent, home school liaison personnel, the ACE principal and social worker to exchange information and discuss placement purposes. Enrollment occurs if the student is accepted and wishes to attend.

Included on the ACE staff are a principal, four full-time teachers, two part-time teachers and a social worker. Training is ongoing; teachers attend and present at conferences, visit other schools and provide input into service programs at the school.

The ACE curriculum is based on the needs and interests of the students and is comprised of hands-on, high interest courses created by ACE teachers and designed to provide the opportunity for all students to succeed. Planned courses on a continuing basis in English, American Cultures, economics, science, mathematics, health and physical education are provided. Students are encouraged to enroll in a course at Parkway West Area Vocational-Technical School, and senior students may, subject to staff recommendation, attend courses at the Community College of Allegheny County.

Student evaluation is based on attendance, participation, tests, quizzes, and projects. Stu-

dents must pass courses with a 75 percent or higher average. Grade reports are sent every three weeks, and final grades are reported quarterly.

Behavior modification is achieved through an emphasis on assertive discipline using such techniques as attendance incentives and student of the month programs. Group opportunities, including conflict resolution and teen parenting, are provided by the social worker.

Teachers who work as advisors meet with students monthly to review education goals and credit status. Counseling also continues from the home school personnel. For social issues, the ACE social worker counsels as well as refers students to outside agencies, as needed.

Parents are encouraged to visit and call the school as often as they wish. Monthly progress reports are given to parents via telephone, and calls are made when students are absent from school. A parents group meets monthly to share concerns and suggestions and to hear speakers on issues of concern to them. Reports on student grades, behavior, attitude and attendance are sent to parents every three weeks. Parents participate in Open House, Parent Orientation and Senior Recognition Day.

Cooperation with various agencies, businesses and individuals is an integral part of ACE. Juvenile justice is very active in the program. Students in the system are visited weekly at the school by probation officers. Services are provided to students by the Allegheny Academy, Children and Youth Services and the mental health programs at Southwood Psychiatric Hospital, Western Psychiatric Hospital, the Staunton Clinic and St. Francis. Students participate in the various components of drug alcohol programs at such facilities as St. Francis, Southwood, Gateway and Abraxis. The Green Arbor Nursery provides information, supplies and personnel to assist the ACE service learning program, and the Adolescent Resource Network has awarded ACE with a Sharing Responsibility Grant designed to create a shared sense of responsibility in youth for their actions socially and educationally. The Network also provides speakers for school presentations.

Assessment for program exit includes evaluation of the Metropolitan Achievement Test, which is administered each spring, the Armed Forces Vocational Aptitude Battery, which is administered each fall, a showcase portfolio presentation and classroom presentation. Return to the home school environment is encouraged if at all possible. By taking a school survival skills course and getting back on track academically and socially, students acquire the skills necessary to succeed in life.

Project Succeed

Allegheny County

Project Succeed provides the opportunity for students who have dropped out of school and are working to support themselves or their family to earn their high school diploma by attending academic classes in the evening. Students are 18 years of age or older and in at least the 11th grade. When implemented in 1991, the program was open to Keystone Oaks students with the goal of expansion should the program be successful. Twelve to fifteen school districts now participate, and the program will be accessible to all of Pittsburgh and its surrounding counties. The program is located at the Keystone Oaks High School and offers classes from 6:00 to 10:00 p.m., on Tuesdays and Thursdays from September 1 to June 14.

Referrals are made by parents, administrators and guidance counselors from other school districts in Western Pennsylvania. The placement process involves student contact, via phone or mail, to the director followed by an intake interview with the student and parent, if applicable. The director and staff members attend the intake interview, after which a determination regarding placement is made.

The staff includes a director, one math, one science, one English, one history, and one computer instructor and a volunteer from the Pittsburgh Literacy Council. Instructors act as counselors, meeting weekly with students to discuss academics, community service and independent work study and to assist in such activities as completing applications. In-service training is provided prior to the beginning of the school year. Staff personnel attend various IU workshops during the year dealing with curriculum,

working with at-risk students and vocational work. Bi-weekly staff meetings are held during the course of the year.

The educational curriculum, written by staff members and approved by the Pennsylvania Department of Education, consists of numerous hands-on activities, group work, independent study, community service activities, life skill activities and improving literacy skills activities. Students are encouraged to maintain their class work, attitude and attendance through positive reinforcement.

Parents work as volunteers in such areas as computer skills, literacy skills and vocational development. Much collaboration is done with school districts in Allegheny County and Western Pennsylvania. Seminars are held with the superintendents and principals of all school districts in Allegheny County. Also, a seminar is held in conjunction with the Allegheny County Counselor Association and its members who refer clientele to the program. On occasion, the project works with local businesses and magistrates.

Exit requirements are the successful completion of the Adult Basic Learning Exam and all project assignments including academics and the minimum community service requirement of 30 hours. Students cannot receive a grade under "C". If a student receives a low grade on a test, they have the opportunity to retake the test. Transition activities involve instructor assistance in completing SAT forms and applications of various types, the writing of letters of recommendation and referral to businesses.

Students/Teachers Achieving Results
Berks County

Students/Teachers Achieving Results (STAR), operated by the Reading School District, serves students in grades six through twelve who are experiencing problems in their home school that cannot be resolved. Four to eight school districts participate in the program located at the Reading Education Center. Classes run from 9:00 a.m. to 4:00 p.m.

Although referrals to the program may be made by teachers, vice-principals, principals and guidance counselors, the referral is initiated by the counselor. Community agency referrals also use the student's counselor to initiate the referral. Suspensions to the superintendent and assaults on staff result in referral to the program. Each student is contracted for behavioral and/or academic change relative to the reason for referral.

The staff is comprised of one principal, one caseworker, two aides and six teachers of English, math, history, science, reading and elementary education, respectively. The academic curriculum is the same as in the regular education setting.

Behavior modification is addressed via a token economy system in which students earn STAR dollars to purchase trips and items from the school store. Students are encouraged to attend vo-tech school. Counseling is provided by teachers and a caseworker.

Parents are required to participate in all report card conferences and student conferences.

Upon successful completion of the contract, the student may request a return to the home school or remain at STAR and be contracted for additional behavioral changes. Student evaluation is conducted by the principal and teachers. On return to the home school, a meeting is held with the principal or vice-principal, the guidance counselor and a STAR representative. Student advocates in the home school work with the student to facilitate transition. Students may be permitted to graduate from STAR and are encouraged to do so if they are 16 or 17 years of age.

Theodore Roosevelt Extended Day Program
Montgomery County

The Theodore Roosevelt Extended Day Program provides an alternative program for students who have been expelled from the regular education program. The program focuses on instruction, employment and behavior management skills aimed at preparing students for re-entry into the regular educational program. The program serves students in grades seven through twelve and is located at the Roosevelt Alternative School in Norristown.

Operating Monday through Thursday and

divided into two sessions, students work or perform community service from 9 a.m. to 2 p.m. and receive the instructional program from 3 to 6 p.m.

Referrals are made by the MDT, administration, SAP and outside agencies including juvenile probation, Children and Youth Services, Children's Aide Center, Montgomery Mental Health and the Montgomery County Intermediate Unit. The Norristown School Board of Directors makes the placement decision for students who are expelled from the regular educational program. Intake interviews are held with the student, parents, program director, assistant director and guidance counselor.

Included on staff is one director, one assistant director, one guidance counselor and four teachers. All teachers have years of experience in teaching students identified as at-risk. Staff participates in in-service programs focused on disruptive adolescents and is provided with and encouraged to read literature that will enhance their ability to teach students in an alternative environment.

The educational curriculum includes the basic academic subjects of English, math, social studies, science, health and physical education. The instructional program is supplemented by incorporating a school-to-work focus or Tech Prep.

Behavior modification methodologies include attaching point values to program activities and allowing students to accrue points on a daily basis. The points are then used to earn rewards that reinforce positive student behavior.

Through the performance of community service or employment, students attain first hand knowledge of the skills necessary to locate, secure and maintain a positive work experience. Students earn pay for their work but must attend school to qualify for the pay. School credit is given for the student's work experience.

Students are provided ongoing individual, group and career counseling by the guidance counselor. Counseling emphasizes personal goal development, attitudes and behaviors, interpersonal relationships and career planning.

Parents take an active role in the intake activity, reviewing with their child the program rules, regulations and goal statements. Both the parents and student sign a contract confirming their support of the program goals. Parents are contacted weekly by phone and monthly through home visits to solicit parental input regarding student progress at school, home and in the community.

The Roosevelt Extended Day Program operates in partnership with other agencies and organizations. In addition to the referral of potential candidates for placement, the Juvenile Justice Office maintains ongoing communication and monitoring of students placed in the program. Family Center and Mental Health Services are referral sources for students to receive outside counseling. Drug and alcohol counselors provide counseling for students. Business, churches and civic groups provide employment and community service opportunities for students. The partnership with the Montgomery County Office of Training and Employment is particularly effective as it provides assistance to students regarding work skills and adds supports to the program's school-to-work component.

Student performance is assessed in the following areas: progress in changing and adjusting behavior; progress in academic areas including homework; class work; class participation; growth in subject area knowledge; positive growth in attendance; development of employment-related skills and work attitude; and growth in responsibility. Data are measured according to the student's personal, educational and behavioral goals established at entrance into the program. When a student attains these goals, return to the regular school environment is initiated.

The assessment data are reviewed using a team approach including input and feedback from parents, teachers, counselors and employers. Prior to re-entry into the regular program, students are provided transition time. The return to the home school is scheduled on a

part-time basis, and as the reintegration time nears, students spend at least two full days at the home school before returning full-time.

Follow-up includes the tracking of student data on attendance, in-school suspensions, out-of-school suspensions, grade point average, employment performance and personal competencies at six weeks, three months, six months and one year.

Union/Snyder Alternative Education
Union and Snyder Counties

The Union/Snyder Alternative Education Program was developed as a means to involve students in a process of education that will help them become active, socially responsible, productive and participatory young adults in the home, school and community. The program serves students in grades six through nine from six school districts in Union and Snyder Counties. The program, located in Lewisburg, operates from 8 a.m. to 3 p.m. with occasional after-school activities.

Referrals are made by the MDT, administration, parents and SAP. Placement procedures include: completion of a social needs assessment; a meeting with parents to discuss placement; identification and contact with social service agencies and other pertinent contact information; a meeting between the principal, guidance counselor and psychologist from the district and program staff to determine whether the program placement is appropriate; and a meeting between the parents and students with district and program staffs to outline the program expectations and to establish goals.

The staff includes two full-time teachers and one alternative education transition specialist. Staff training and development are ongoing. Staff attends workshops and conferences on working with at-risk youth, crisis management, service learning, current technology and related topics. Two Americorp aides assist with projects and tutoring as do volunteers from Bucknell University and the local community.

In order to achieve each student's educational goals, teaching and learning are personalized as much as possible. The student as worker focus is delivered through coaching so students learn how to learn and become independent learners. The delivery of academic materials tends to be largely non-traditional with emphasis on small groups, outcome-based projects and life skills.

Integral to the program is the development of appropriate behavior skills. The majority of students referred to the program need assistance in developing and integrating socially acceptable behavior. The group norms for the program provide the framework for the development of behavioral objectives and are reinforced through a level system. Behavioral expectations and goals are included in each student's indivdualized plan and are critical in assessing readiness to return to the home school.

A job shadowing component provides the opportunity for students to explore career choices.

Counseling services are provided by program staff. Parental involvement is a high priority from referral through the student's return to the home school. Regular contact is made with parents through telephone calls, home visits, written correspondence and meetings.

The program works with local mental health and drug and alcohol service providers to ensure the availability of appropriate support. Probation officers use the AEP facility as a base, regularly visiting students under their supervision. The program utilizes the outreach offered by local family centers and volunteer work of local churches and nursing homes. Local businesses offer support by providing job shadow experiences and materials donations.

Instructors monitor student academic achievement and peer interactions. Students who successfully meet the objectives in their individual system receive rewards commensurate with time investment and which range from program rewards to return to the home school. Students are part of the daily evaluation process and are required to complete a self-evaluation in oral or written form on a daily basis.

Students commence placement with realistic goals that can be attained through the pro-

gram. The goals may be short or long term and may be in the areas of academic, social or personal improvement or any combination thereof. When the goals are achieved, the student may return to the regular school environment.

Upon successful completion of the program, a conference is held among parents, student, principal, guidance counselor and program staff to determine what steps are to be taken to ensure a positive transition to the home school. The difficulties of transportation preclude transition on a part-time basis as a viable option; however, for students returning to the one home school within walking distance, a gradual, part-time re-entry is available. Aftercare includes follow-up visits as a form of encouragement to students who have returned to the regular education program.

The Programs...

private by county

BUCKS

Youth Services Alternative Program

The goal of the Youth Services Alternate Program is to provide a healthy, structured, challenging and supportive environment to students who are resistant to traditional education experiences. Located at Neshaminy Manor in Doylestown, the program serves at risk students in grades eight through twelve. Two school districts participate in the program, which operates from 8:00 a.m. to 2:30 p.m. for 182 days per school year.

Referrals are made by the MDT, parents, administrators and outside agencies such as Juvenile Court, Children and Youth and private practitioners. The referral initiates at the home school, and the intake interview includes representatives from the home school, the student and parent.

The staff includes six teachers, four counselors, three administrators, two therapists, caseworkers, adventure specialists and climbing instructors. Staff is given extensive training to satisfy licensing agencies and program needs. Prior to commencement of the school year, staff participates in two preparation courses focusing on the oppositionally disposed youth. Three full days of in-service are held during the year.

The educational curriculum parallels that of the home school in English, math, science and social studies. Behavior modification is achieved via a level system that rewards positive behavior and enables students to earn individually-significant prizes as progress is demonstrated.

As a member of Ameri-Corps, students may earn wages as they perform building construction jobs. The present school site was finished by students and participation of students in the construction of low-income housing for the elderly is planned for the future.

Several components contribute to a strong counseling program. Students participate in daily group sessions. A caseworker meets with the student weekly and the family monthly. Family therapy and education are facilitated through the caseworker.

Students also participate in experiential-based programs including a ropes course and backpacking/camping that provide challenging activities through which students increase their self esteem and accelerate bonding in special relationships. A computer laboratory enables students to work independently in a variety of ways such as production of a newsletter, GED preparation and skill assistance.

Parents must participate in the entrance procedure and are contacted weekly by the caseworker. Monthly meetings provide parent education and an update on student progress. Twice yearly a special parent night is held for parents to experience part of the curriculum.

Extensive collaboration exists with Bucks County agencies including Juvenile Court, Children and Youth and Mental Health/Mental Retardation. Community needs are met through a long term partnership with the Quaker Church.

Evaluation of the student is based on three areas: behavior as reflected from goals developed in the individual service plan; academic growth reflecting mastery of content in curriculum; and social interaction demonstrating an increased maturation of social skills within the school community and family. Student evaluations are used in determining the student's readiness to return to the home school.

Prior to exit from the program, an exit interview is conducted with the student and parent to reach a consensus decision and develop an after-care plan. The caseworker maintains follow-up care with the student and family for six months.

FAYETTE

Success Academy of Fayette County

The Success Academy of Fayette County (SAFCO) provides an alternative education

program for students, grades seven through twelve, who are experiencing difficulty functioning in the traditional classroom setting. The four participating school districts are Albert Gallatin, Brownsville, Frazier and Laurel Highlands. Located in the Uniontown Mall, the program operates Monday through Friday from 8:00 a.m. to 2:30 p.m. for the first six months of the calendar year (January through June).

Administrators of the participating school districts refer students based on the following criteria: antisocial attitudes and alienation from dominant social values; extreme social and economic deprivation; academic and poor school adjustment; and low commitment to school activities and educational pursuits.

The staff includes one director, two teachers, three part-time aides and one part-time career counselor. Volunteers from the community, business mentors and interns and student teachers from the California University of Pennsylvania provide additional support. National CIS training on operating an alternative education program is provided to staff as well as training on crisis intervention issues such as child abuse, drug and alcohol issues and suicide prevention. A 30 hour training on teaching entrepreneurial skills to students is also available to teachers.

The educational curriculum includes math, science, English and social studies and utilizes an integrated, interdisciplinary approach to learning. Students are given opportunities for student-directed and cooperative-learning experiences. Individual learning is enhanced via computer assistance.

Behavior modification is centered on a prescribed discipline code devised by the staff and students. Students participate in the development of a token economy/incentive program, wherein students select incentives for which they wish to work, determine the prices for the incentives and design the "money" used to purchase the incentives. Mentors from the business community assist in reinforcement of the discipline code.

Each student has an individualized life plan, developed by the student and director with input form the teaching staff, work site personnel, parents and the home school. The plan includes strategies for improving academic and social skills and achieving progress toward career goals.

Included in the vocational/work study component of the program are school-to-work activities, career counseling, mentoring experiences, apprenticeships and student-run businesses. All students are provided a 100 hour entrepreneurial training program using community resources. Members of the community aid in instructing students in curriculum areas. Students also provide community services.

Location of the Academy at a mall provides unlimited opportunities for developing school-to-work components. Student involvement in work site training and the use of speakers from the work community encourage students to perceive their education as stimulating, interesting and relevant to their personal growth. A proposal for development of a directory of school-to-work opportunities on the Internet is planned.

Students are provided both individual and group counseling, focusing on violence prevention, conflict resolution, peer mediation, social-skills training, decision-making skills and goal-setting strategies. Counseling is provided by the director, a school counselor with national certification as well as from private agencies and volunteers.

Parental involvement includes conferences every nine weeks, home visitation by staff members as needed, attendance at counseling sessions as requested by staff and parental workshops. Two parents serve on the advisory board, and parents may act as volunteers.

Collaboration with the program includes: referrals from the Fayette County Mental Health/Mental Retardation, Juvenile Probation Office and Children and Youth Services; services of the Fayette County Community Action Agency, Crime Victims Center, Drug and Alcohol Commission, and Chestnut Ridge

Counseling; donation of office furniture by Household Finance Corporation; the repositioning of a career counselor form the Fayette County Area Vo-Tech; and classroom space donated by Crown America Corporation.

Student evaluation is based on teacher and mentor observation, oral and written tests, group and individual projects and activities, portfolios and completion of all academic work.

Return to the home school is dependent upon improvement in social and behavioral performances and academic progress as indicated in the student's individualized plan. Students share in the assessment responsibilities. Transition is designed to address the individual needs of the student. Where possible, programs in which the student is involved are transplanted to the home school.

Weekly follow-up care as needed for counseling, tutoring or career-related skill development is provided or arranged by the director. The student's achievements after return to the home school are monitored to ensure successful graduation to employment or additional education and training.

FRANKLIN

Day Treatment Alternative Education

The Day Treatment Alternative Education program is operated by Manito, Inc. of Franklin County, a private non-profit organization. Manito is licensed by the Department of Public Welfare to operate Day Treatment programs in Adams, Franklin, Fulton and York Counties. The organization is also licensed by the Pennsylvania Office of Drug and Alcohol Programs to provide drug and alcohol outpatient counseling services. Additional services include: structured family therapy; family preservation services; an alternative high school; and correctional education programs.

The Mantio Day Treatment program provides an alternative placement for students who are experiencing behavioral problems. The program in Franklin County is located in Chambersburg and operates from 8:30 a.m. to 3:00 p.m. It serves students in grades seven through twelve from the six school districts in the county.

Referrals are made by the MDT, administrators and external agencies including Children and Youth Services, Juvenile Probation and Mental Health Services. Placement procedures include an interview with the student, parents, and agency, as applicable.

The staff includes one program supervisor, seven teachers and five counselors. All professional staff are required to have a minimum of a bachelor's degree in the behavioral sciences, education or criminal justice. Graduate level training is encouraged and all Day Treatment programs have a masters level counselor providing services to students. All staff complete a minimum of 40 professional development hours each year. Professional development activities include: agency-sponsored in-service programs; community and national workshops; and graduate level academic courses.

Each new staff member is involved in an orientation program that includes a presentation on the need to be aware and sensitive to the needs of individuals from all cultures and backgrounds. Staff are also encouraged to use curriculum materials and classroom activities that confront negative cultural stereotypes and broaden student awareness of culturally-diverse populations.

The educational curriculum is based on each student's individual abilities and needs. Educational goals are set for each student in the five major subjects: math, English, social studies, science and reading. Remedial programs are offered to correct deficiencies. Students are divided, by age and similar program goals, into small groups of eight to ten members for most activities thus enabling staff to develop individualized programming and provide individualized instruction.

The Life Skills curriculum was designed to provide the opportunity for students to: attain proficiency in pre-employment and employment skills; attain a general proficiency

in money management skills; obtain an awareness of independent living skills and community resources; and
obtain an awareness of community laws and individual rights and responsibilities.

Classes are held daily in pro-social skills including conflict resolution, communications, problem solving, cooperativeness, empathy and social perceptions. Each new student is initially immersed in a special curriculum that teaches conflict resolution skills. Group classes use a psychoeducational approach designed to provide a cognitive restructuring of negative thinking patterns. This process involves the presentation and modeling of alternative methods of response, opportunities to practice the modeled behavior under classroom-designed conditions and the arrangement of successful experiences where positive behaviors can be implemented in real-life situations.

Students are held accountable for their individual behavior. Positive reinforcement, praise and encouragement are used to reinforce positive actions and behavior. Discipline options include the loss of privileges or staying after school.

The vocational training focuses primarily on pre-employment skills training. Work study is offered as an option to individual students. During the summer months, students participate in a work experience program, in which maintenance jobs are obtained through the summer work program operated by the Job Training Partnership Act. The work experience is substituted for the educational program, but all other program components are continued. An emphasis is placed on learning basic work habits, work skills and money management.

Additionally, adventure-based activities are used to teach communication skills, trust, cooperation and problem solving. Such activities challenge students to achieve new levels of performance and reinforce positive self-esteem. The activities include an Alpine Tower, canoeing, hiking and backpacking.

Each student is involved in an individual counseling program. Within 30 days of admission, an individualized service plan (ISP) is developed for each student. The ISP identifies the daily care and treatment to be provided and includes a statement of goals to be achieved, activities and services planned to achieve those goals and the individual responsible for implementing the services. The ISP is reviewed and updated every six months. Goals and various strategies for achieving the goals are among the topics of discussion in individual counseling sessions.

The program also provides drug and alcohol counseling, group counseling and intensive family therapy services for families experiencing conflict and communication issues. Psychological and psychiatric services are available through contracts with community vendors.

Parents are involved in activities throughout the program time. Program staff maintains regular contact with parents via phone calls and home visits. Parents are actively involved in their child's goal- setting process and encouraged to visit the program or contact staff at any time to request information on their child's progress or discuss a problem they are having with the child.

The program also works very closely with the schools and social service agencies. Supportive services are provided by such agencies as Juvenile Probation and Children and Youth.

Student evaluation is individualized, based on the academic and personal goals established by the student. Regular sessions are held with students to review their progress. Every six months, meetings are held with parents and referring agencies.

Discharge from the program is dependant upon the student's satisfactory completion of the goals outlined in the ISP. Prior to leaving the program and return to public education, a meeting is held with school staff, students, parents and program staff at which time progress is evaluated and goals are established for return to school.

Students are given the opportunity to return to the home school on a part-time or full-time basis. Some students attend vo-tech school part-time and the program for academic and social skills. Students who exit the program are provided supportive services for a period of six months. The frequency and level of this support is individually determined.

MONTGOMERY

Perkiomen Valley Academy Day Treatment Program

Originally established in 1976 as an alternative to institutionalization for socially-maladjusted youth, the Perkiomen Valley Academy Day Treatment Program (PVA) is one of five individual treatment and alternative educational centers for adolescents in Montgomery County. The program serves 12 to 18 year old students from the eight school districts located in Western Montgomery County. PVA, located in Frederick, is a 12-month program operating from 8:15 a.m. to 2:30 p.m. Monday through Friday.

Referrals are made by the MDT, parents, SAP and outside agencies including Juvenile Probation and Children and Youth Services. Placement procedures include an interview with the student, family referral source representative and the PVA Executive Director. At this time the program is explained, a tour of the facility is provided, and questions answered.

The PVA staff includes five full-time teachers/counselors, two part-time teachers, one full-time guidance counselor, one part-time family counselor and consultant, one full-time teacher's assistant and one executive director/principal.

Staff members receive in-service and training sessions. A minimum of 30 hours of training is provided during the school year. These hours are a combination of in-house training, off-site training, professional development provided by contracted consultants and other opportunities.

The educational curriculum parallels that of the home school and features individual instruction, small classes, homogeneous groupings, evaluation based upon individual improvement and remedial programs in math, reading and English, as needed.

Behavior modification is achieved via a blend of reality therapy, peer group support and a goal-oriented positive reinforcement levels system that encourages individual accountability and responsibility. Students work with their PVA casemanager to establish target behaviors that are reviewed and revised on a regular basis. Target behaviors are individualized and become a part of the student's Individual Service Plan (ISP) during their tenure.

Qualifying students have the opportunity to split their program between PVA and vocational schools within the service area. Supervised work study is available to students in grade 12 who have reached the upper levels of the behavior program.

Counseling is an integral part of PVA's holistic approach. The program employs a variety of counseling modes including a minimum of one individual counseling session per week. Students are required to participate in weekly therapy groups and bi-weekly large group counseling sessions. Crisis intervention counseling is available on a 24 hour basis, seven days a week. Intensive individual counseling is provided during school hours, as needed or requested. Family therapy and counseling is available on an as-needed basis at school or in the home.

PVA recognizes the importance of parent involvement and support to bring about the success of students. Parents are involved in the intake interview and throughout the duration of the student's participation in PVA. Every six weeks, parents participate in conference sessions to review academic progress, behavioral progress and goal setting. PVA casemanagers maintain weekly telephone contact with parents.

Students' academic and behavioral needs are assessed at intake and regularly during their stay. Standardized and PVA-prepared

testing are utilized for academic placement; and life skills assessment is completed for all students.

Transition programs are available, as needed, for vocational education students, work study students and students being mainstreamed for some academics and/or sports programs.

Students who complete the PVA program and/or return to the public school environment participate in a follow-up program. The student is assigned a PVA staff member who visits the student at six week intervals in the new school setting or place of employment for a school year period (September to June). Follow-up also includes: contact with the family; meeting with the school guidance counselor; reviewing grades and attendance; arranging for additional support, as needed; being available for crisis intervention and assistance; and providing positive and encouraging support.

The Lincoln Academy

Operated by the Lincoln Center for Family and Youth, the Lincoln Academy serves students, grades seven through twelve, of the Colonial, Norristown, Upper Merion and Lower Merion School Districts. In operation since 1980, the program provides an alternative for troubled adolescents referred by the juvenile justice system or the home school.

The staff includes four full-time teaches who provide instruction in major course areas of English, math, social studies and science; one full-time teacher responsible for physical education and group activities; one full-time counselor who meets with students individually, conducts group sessions and shares the development and implementation of a skills curriculum; one program administrator; and one community outreach counselor.

Parental involvement is deemed important to the program, and staff maintains regular contact with parents via phone calls, written correspondence and quarterly progress meetings.

The Academy works closely with the local school districts, juvenile probation, the county and juvenile courts and treatment providers.

Behavior management through a point system and discipline code is used to change negative behaviors and reinforce positive progress.

Students remain in the Academy until successful completion of the first three phases of their program, at which time a transition plan is developed. The final exit conference includes the student, Lincoln Academy representatives, parents and the home school guidance counselor.

The Vantage Program

Operated by the Colonial School District, the Vantage Program provides educational and clinical services to students in grades seven through twelve who have experienced difficulty in succeeding in the regular school environment. The program operates on the same school year and day as the Plymouth Whitemarsh High School, site of the program, with students attending from 7:40 a.m. to 2:55 p.m.

Referrals to the program are made by the MDT, administrators, guidance counselors and the home and school visitor. An assigned district representative is responsible for the initial processing of referrals made through district personnel. Upon determination that enrollment in the Vantage Program is deemed appropriate, an intake interview is held. The intake coordinator, student, parents and district representative participate in the interview, at which time information on the program's services, philosophy and expectations are shared. Information regarding the student's history, needs and goals is also shared, and, assuming the appropriateness and willingness of the student to enroll, goals are set and an agreement of participation and cooperation is signed by all attendees.

One program director, one clinical director/casemanager, one educational director/teacher, two casemanagers, one resolve room counselor and five teachers comprise the pro-

gram staff. Staff training includes 40 hours of training related to working with at-risk youth, teamwork and various educational and clinical issues. All staff participate in daily debriefing sessions in which information is shared and issues are discussed. Additionally, all staff receive an hour of individual supervision weekly. New staff receive an additional 10 to 20 hours of training during their first year.

The education curriculum is based on the home school curriculum with classes kept to a minimum of eight to twelve students. Classes offered are English, social studies, U.S. History, American Government, algebra, geometry, business math, science, physical science, general science, biology, physical education, health and a variety of electives. A special education teacher works in conjunction with district special education personnel to implement and update individualized educational plans and provides special education services such as the teaching of remedial classes and supervision of a resource room.

The behavior modification component employs a point and level system with motivational rewards for success in combination with a conflict resolution process and disciplinary system that focuses on changing inappropriate behaviors, engaging support systems and providing help as needed. Motivational rewards include: positive recognition; certificates; daily recreational time with staff; activities; trips; free meals; and added privileges.

Work study and vocational-technical school opportunities are available to students in grades ten through twelve. Career testing and counseling are also provided, as needed.

All students receive individual counseling and group counseling two to three times weekly. Casemanagers are available daily to assist students with problem solving, support and as mentors. Daily group sessions are held to help students with goal setting and individual accountability. A full-time problem resolution counselor is also available to students needing help in resolving conflicts.

Parental involvement begins at the intake interview when the program is introduced to parents, and a teamwork approach is elicited. The casemanager maintains weekly contact with parents to discuss he student's progress. Parents attend quarterly parent-teacher conferences and two meetings a year to formulate and update the student's treatment goals. Parent training seminars and a parent newsletter are provided to all parents.

Collaboration in the treatment planning and exchange of information is sought with all systems involved in the student's life. Casemanagers consistently communicate with juvenile probation officers, Children and Youth workers, mental health workers and family counselors, etc. Referrals are made to the juvenile justice system, mental heal facilities and drug and alcohol rehabilitation centers, as needed. Program support is also provided by the Foster Grandparent Organization which provides daily grandmothers who interact and develop relationships with students.

Methodologies used to evaluate student progress include: a point system; test and quiz grades; class participation; portfolios; projects; papers; essays; debates; role playing; videos; and art projects. Report cards and mid-session progress reports using the Plymouth-Whitemarsh grading scales are generated quarterly.

Readiness to return to the home school is assessed via the behavior management system. Students are eligible to begin the transition process once they have reached levels indicating growth and responsibility, are passing classes and/or they have completed one full year in the program and have exhibited appropriate behavior. Decisions on whether return is appropriate involve input from Vantage personnel, district personnel, parents and students.

The transition program consists of four phases characterized as follows. Phase 1 -the student attends the Vantage program full time. Phase 2 - the students begins taking electives or a favorite major subject in the home school. Phase 3 - the student attends all classes in the home school and attends van-

tage for individual and group counseling and tutorial support. Phase 4 - the student attends classes at the home school full time with support from Vantage, as needed. Counseling and support services are provided to students throughout the transition period. Support is also offered to district teachers working with students in transition as well as consultations with casemanagers.

NORTHAMPTON

Centennial School

The Centennial School, a unit of the Lehigh University College of Education, has been educating students with violent and disruptive behavior for 30 years. The program serves students in grades one through twelve at locations in Bethlehem and three public school sites. The program operates from 8:00 a.m. to 2:30 p.m. for 180 days.

Students are referred by the MDT and administrators. The District request placement through the Pennsylvania Department of Education. The intake process includes a visit to the school by the student, parents and district personnel. Records are submitted to the school psychologist; and four administrators review the records to ascertain whether placement is appropriate.

Program staff includes four administrators, 22 teachers, six master teachers and six specialists. Most teachers are in Lehigh University's graduate program. An extensive training model was developed and refined for instructing students with challenging behaviors.

Unique to the school is the close alliance with Lehigh University, which provides access to the latest techniques for serving students with challenging behaviors. Students admitted to Centennial have previously failed in numerous prior public and private placements.

The instructional program includes an academic curriculum for college-bound students and a functional curriculum for those who will not be entering college. Students are assessed weekly in curriculum-based materials.

A positive practices program developed over 20 years with collaboration of Lehigh University consultants is part of the behavior modification component of the program. Data is collected throughout the day and entered into a computer spreadsheet for analysis to identify behavior patterns and provide information for applicable program changes. Students view their own behavioral progress daily on computer graphs. Self-monitoring of behavior is the core for the behavior modification program.

Five job coaches work with students in-house and in the community. Vocational tasks are embedded throughout the day in all programs. Some students attend area vocational schools.

Counseling techniques include a problem solving model in which students, with assistance from teachers, analyze their own behavior on an ongoing basis. Master teachers are available for additional counseling needs.

Centennial's Outreach Program offers technical assistance to public schools experiencing difficulty with challenging students. The Technical Assistance Program is supported philosophically and financially by the Pennsylvania Department of Education.

Parents are respected as members of the team. Close contact with parents is standard, with once or twice weekly phone contact common. Report card and end-of-the-year conferences are mandatory.

Students may move from the in-house program to one of the integrated sites in the public schools or back to their district with the continued support of the Centennial staff. Each student's program is evaluated at least once every six weeks, and students who are demonstrating progress are given an opportunity to advance to one of the program's public school sites.

Transition planning is considered critical to the success of the program and is coordinated by a full-time transition staff member.

Safeguards are built into the program to ensure that if the student experiences difficulty after leaving, the program team can intervene with support services.

WESTMORELAND

Adelphoi Village Model Education Program

The Adelphoi Village Model Education Program provides an alternative approach to instructing students who have had negative experiences in the traditional educational environment. The program serves students in grades seven through twelve in the eight school districts of Westmoreland County. There are two program sites: Latrobe and Greensburg. The program is generally one school year but can be longer if deemed necessary. The program operates Monday through Friday, from 8:00 a.m. until 2:30 p.m.

The staff includes two certified full-time teachers for every twelve students, one counselor and one program supervisor. There are two supervisors responsible for education, dealing specifically with the teachers and classroom operations. Staff training is an ongoing process and includes a mandatory 40 hours of training per year. Areas of training that are available to staff include: reality therapy/control theory; group process; child management; family counseling; substance abuse; satanism; cults and gangs; contingency contracting; professional ethics; sexual issues; passive restraint; HIV/AIDS; medication; counseling principles; cultural diversity; first aid; and CPR. There are four trainings per year that specifically concern education. During these sessions ideas are presented on new teaching methods and strategies.

The educational curriculum provides the core course required for graduation and some electives that students may need to meet their school's graduation requirements. Classes include: English, social studies, science, math, health and physical education, creative writing, Spanish, current events and art.

The concepts of reality therapy and its cornerstones of involvement, thinking and relevancy provide the foundation for behavior modification.

Options for vocational instruction/work study are available; however, few students participate because most enrollees are too far behind academically to be eligible for vo-tech or work study participation.

All students have access to a counselor and receive individual and group counseling sessions a minimum of twice per month and four days per week, respectively. Counseling sessions are reality-therapy based. Group counseling or Guided Group Interaction meetings are facilitated by the program counselor, but the students are primarily responsible for the help received and the alternatives presented for their problems.

Parents are encouraged to participate in all school activities. Parents may assist as teacher aides in the classroom or with activities. Parental support is deemed critical to the success of the student.

The program works closely with various external agencies including Juvenile Probation. Probation officers are provided copies of all reports, attend conferences and often visit students at the school. Intensive Case Management of Greensburg works closely with the program on issues dealing with family problems. They assist in conducting family meetings and home visits and monitoring of the student's progress. Local and State Police set up and facilitate drug and alcohol awareness sessions and visit the program sites to demonstrate their interest in the students. Area mental health agencies assist with treatment recommendations regarding the care of their patients who are students in the program.

Students are evaluated on a weekly and monthly basis in addition to their quarterly progress reports. Weekly evaluations are sent to the parents each Friday and must be returned the following Monday with a parent signature. Monthly evaluations are mailed to parents, school districts and any outside agency that may be involved with the student. The quarterly progress report is the student's report card.

Before being considered for exit, all students must demonstrate improvement in behavior, academics, attendance, interaction skills and willingness to comply with program expectations. Prior to exit, a meeting is held with relevant personnel including principals, guidance counselors, teachers, parents, caseworkers from outside agencies and the student, at which time all pertinent information relating to the students progress is shared. Students are required to write a letter detailing their level of readiness.

Students are usually placed in the program for one school year, then returned to their home school the following year, thus transition is full time. A part-time transition is arranged if a particular student is able to return to the regular education setting but need to take advantage of other programmatic aspects such as counseling.

The Directory...

District Operated

ALLEGHENY COUNTY

Alternative Education
Chartiers Valley High School — Dennis Kirk
50 Thomas Run Road
Bridgeville, PA 15017 — 412-429-2629
Chartiers Valley S.D. in IU 3 — Grades 9-12

Chartiers Valley Student Alternative Education Program
2030 Swallow Hill Road — Katherine Gori
Pittsburgh, PA 15220 — 412-429-2216
Chartiers Valley S.D. in IU 3 — Grades 6-12

Clairton Alternative Education School
Miller Avenue School — John Ogurchak, Acting Superintendent
734 Miller Avenue
Clairton, PA. 15025 — 412-233-4982
Clairton City S.D. in IU 3 — Grades 9-12; (7,8 by exception)

Options Center
169 Fortieth Street — Georgia Vassilakis
Washington Education Building
Pittsburgh, PA 15201 — 412-622-3490
Pittsburgh S.D. in IU 2 — Grades 6-12

PRIDE
4300 Warrendale Road — Albert L. Wille
Gibsonia, PA 15044 — 412-625-4444
Pine-Richland S.D. in IU 3 — Grades 9-12

Start Again
(Dr. Robert Weinfurtner 412-664-3610)
McKeesport Area S.D. in IU 3

BEAVER COUNTY

Alternative Education Program
1601 8th Avenue — George C. Potter/Mary Jane Stilley
Beaver Falls, PA 15010 — 412-846-5470
Big Beaver Falls Area S.D. in IU 27 — Grades 7-8

BLAIR COUNTY

Alternative Secondary Dropout Prevention Program
Altona Area School District's Stevens Community Education Center — Vince Nedimyer
200 E. Crawford Avenue
Altoona, PA 16602 — 814-946-8244 or 8246
Altoona Area S.D. in IU 8 — Grades 7-12

BUCKS COUNTY

Planned Actions Stimulate Success (PASS)

2001 Old Lincoln Highway — Myrl Brut
Langhorne, PA 19047 — 215-752-5464
Neshaminy S.D. in IU 22 — Grades 6-12

BUTLER COUNTY

Program For At Risk Students (PAR)

Butler Senior High School — George D. Musko
165 New Castle Road
Butler, PA 16001 — 412-287-8721
Butler Area S.D. in IU 4 — Grades 8-12

CENTRE COUNTY

Reclaiming Individual Talent (RIT)

131 W. Nittany Avenue — John Sheridan/Ron Pifer
State College, PA 16801-4899 — 814-231-1054
State College Area S.D. in IU 10 — Grades 7-12

CHESTER COUNTY

Intervention Project

Owen J. Roberts Middle School — Tom Compitello
881 Ridge Rd.
Pottstown, PA 19465 — 610-469-6261 ext 161 or 162
Owen J. Roberts S.D. in IU 24 — Grades 6-8

CLEARFIELD COUNTY

DuBois Area Secondary School Alternative Education Program

400 Orient Avenue — Shawna Grim
DuBois, PA 15801 (senior high) — 814-371-8111

404 Liberty Boulevard — Dan Hawkins
DuBois, PA 15801 (middle school) — 814-375-8770
DuBoise S.D. in IU 6 — Grades 7-12

CLINTON COUNTY

Adolescent Day Treatment

301 Frederick Street — Patrick McGinnis
Lock Haven, PA 17745 — 717-748-1955
Keystone Central S.D. in IU 10 — Grades 7-12

CRAWFORD COUNTY

Alternative Education Program

Conneaut School District — Clyde L. Colwell
219 West School Drive
Linesville, PA 16424 — 814-683-5900
Conneaut S.D. in IU 5 — Grades 7-12

CUMBERLAND COUNTY

West Shore School District Alternative Education Program

New Cumberland Middle School	Evangeline E. Fox
331 Eighth Street	
New Cumberland, PA 17070	717-774-0162
West Shore S.D. in IU 15	Grades 6-12

DAUPHIN COUNTY

Alternative Education School

Central Dauphin School District	Andrea Farris
600 Rutherford Road	
Harrisburg, PA 17109	717-545-4703
Central Dauphin S.D. in IU 15	Grades 7-12

DELAWARE COUNTY

New Venture

Upper Darby High School	Amelia Stevenson
610 Lansdowne Avenue	
Upper Darby, PA 19082	610-622-7000, ext 404
Upper Darby S.D. in IU 25	Grades 9 & 10

Ridley Alternative School

1001 Morton Avenue	Richard A. Cunningham
Folsom, PA 19033	610-534-1900, ext 1107
Ridley S.D. in IU 25	Grades 7-11

ERIE COUNTY

Corry Area School District Alternative Education Program

534 East Pleasant Street	Denise Otteni
Corry, PA 16407	814-665-8297
Corry Area S.D. in IU 5	Grades 6-11

LACKAWANA COUNTY

Yellowwood A Community School

c/o American Red Cross	Carol Weiss
545 Jefferson Avenue	
Scranton, PA 18510	717-348-3646
Scranton City S.D. in IU 19	Grades 9-12

LANCASTER COUNTY

Alternative Ed Program

Warwick High School	Robert Wyble
301 West Orange Street	
Litiz, PA 17543	717-626-3700
Warwick S.D. in IU 13	Grades 9-11

Alternative Learning Program
803 Oak Boulevard — Gerald Solomon
Ephrata, PA, 17522 — 717-733-1478
Ephrata Area S.D. in IU 13 — Grades 7-12

Alternative Learning Program (ALP)
Garden Spot High School — Don Reed
669 East Main Street
New Holland, PA 17557 — 717-354-1550
Eastern Lancaster County S.D. in IU 13 — Grades 7-12

Buehrle Alternative School
426 East Clay Street — Richard Barbacane
Lancaster, PA 17602 — 717-291-6232
Lancaster S.D. in IU 13 — Grades 6-12

Conestoga Valley School District Alternative Learning Program (ALP)
2110 Horseshoe Road — Nancy J. Valdez
Lancaster, PA 17601 — 717-397-5231
Conestoga Valley S.D. in IU 13 — Grades 7-12

Manheim Township Alternative Education Program
P.O. Box 5134, School Road — Sharon Nelson
Lancaster, PA 17606-5134 — 717-569-8231
Manheim Township S.D. in IU 13 — Grades 6-9

LAWRENCE COUNTY

Alternative Education in the New Castle Area School District
420 Fern Street — Angelo Perrotta
New Castle, PA 16101 — 412-656-4702
New Castle Area S.D. in IU 4 — Grades 7-12

LEHIGH COUNTY

District Disciplinary Edcuational Alternative Learning (DEAL)
Parkland High School — Jerome D Pail
2675 Pa 309
Orefield, PA 18069 — 610-395-2021
Parkland S.D. in IU 21 — Grades 7-12

VISTA
Allentown School District — Ralph A. Daubert
31 South Penn Street, P.O. Box 328
Allentown, PA 18101 — 610-821-2651
Allentown City School DIstrict in IU 21 — Grades 7-12

LYCOMING COUNTY

Williamsport Area Alternative School
201 West Third Street — Jeffery T. Robbins
Williamsport, PA 17701 — 717-327-5500, ext 3574
Williamsport Area S.D. in IU 17 — Grades 7-12

MONTGOMERY COUNTY

At Risk Education

Abington Junior High School	Carla Chavers
2056 Susquehanna Road	
Abington, PA 19001	215-884-4700, ext 317
Abington S.D. in IU 23	Grades 7-9

Creative Affective Remedial Educaton (CARE)

Roosevelt Alternative School	Kathleen W. Taylor
1161 Markley Street	
Norristown, PA 19401	610-275-9720
Norristown Area S.D. in IU 23	Grades 1-8

Roosevelt Alternative School

1161 Markley Street	Kathleen W. Taylor
Norristown, PA 19401	610-275-9720
Norristown Area S.D. in IU 23	Grades 8-12

NORTHAMPTON COUNTY

Bangor Area Junior High " Alternative"

Bangor Area Junior High School	Jack Legath
401 Five Points Richmond Road	
Bangor, PA 18013-9656	610-588-2112
Bangor Area S.D. in IU 20	Grades 6-8

Northampton Area School District Alternative Program

Northampton Area Junor High School	Roger Washburn
1617 Laubach Avenue	
Northampton, PA 18067	610-262-7811, ext 219
Northampton S.D. in IU 20	Grades 7-9

PHILADELPHIA COUNTY

The Thomas Shallcross Remedial Disciplinary School

3801 Woodhaven Road	Mary Rash
Byberry and Woodhaven Roads	
Philadelphia, PA 19154-3098	215-281-2601
Philadelphia City S.D. in IU 26	Grades 7-12

VENANGO COUNTY

Gaining Responsibility Through Opportunity & Work (GROW)

Rocky Grove Jr/Sr High School	Michael S. Hardy
403 Rocky Grove Avenue	
Franklin, PA 16232	814-437-3759
Valley Grove S.D. in IU 6	Grades 7-9

WASHINGTON COUNTY

Washington Effective Behavioral Support

Washington S.D.	Douglas A. Masciola
201 Allison Avenue	
Washington, PA 15301-4272	412-223-5014
Washington S.D. in IU 1	Grades 7-8

WESTMORELAND COUNTY

Alternative Class

Franklin Middle School	James A. Ruby
R.D.#4 Box 325 Pone Lane	
Franklin, PA 16323	814-432-2224
Franklin Regional S.D. in IU 7	Grades 7-8

Greensburg Salem School District Alternative Education Program

301 North Main Street	J. Thomas Shipley
Greensburg, PA 15601	412-832-2937
Greensburg Salem S.D. in IU 7	Grades 6-8

Southmoreland Alternative Education Program

Southmoreland Senior High School	Carolyn Adams
Box A	
Alverton, PA 15612	412-887-2014
Southmoreland S.D. in IU 7	Grades 6-10

CONSORTIUM

ALLEGHENY COUNTY

Community School East

519 Penn Avenue, 3rd Floor	Thomas Timney
Turtle Creek, PA 15145	412-481-8451
Serving 12 School Districts	Grades 7-12

Parkway West Alternative Center

7101 Steubenville Pike	Amy F. Wodnicki
Oakdale, PA 15071	412-923-1772, ext 124
Serving 13 School Districts	Grades 9-12

Project Succeed

Keystone Oaks High School	Joel Vanucci
1000 Kelton Avenue	
Pittsburgh, PA 15216-2487	412-571-6066
Serving 12-15 School Districts	Grades 11-12

BEAVER COUNTY

Creating Learning Alternatives for Student Success (CLASS)

CLASS Academy	Joan Strueber
Lynmore Avenue	
Baden, PA 15005	412-775-7904 ext 210
Serving 2 School Districts	Grades 9-12

BERKS COUNTY

Governor Mifflin/Wilson Alternative Education Program

2601 Grandview Blvd.	William Morgan
West Lawn, PA 19609-1324	610-670-0185
Serving 2 School Districts	Grades 7-12

Student & Teachers Achieving Results (STAR)

1025 Old Wyomissing Road	Alan D. Kubacki
Reading, PA 19611	610-371-5779; 5919; or 5661
Serving 4-8 School Districts	Grades 6-12

BRADFORD COUNTY

Alternative Education Program

College Avenue, Post Office Box 72	Daniel Polinski
Monroeton, PA 18832	717-265-5117
Serving 8 School Districts in Bradford and Sullivan Counties	Grades 7-12

CUMBERLAND COUNTY

Alternative Experimental Secondary Education

Capital Area Intermediate Unit	Patricia H. Querry
55 Miller Street, Box 489	
Summerdale, PA 17093-0489	717-732-8400, ext 504
Serving 24 School Districts in Cumberland, Dauphin and Perry Counties	Grades 6-12

Bi-County Alternative Education Program

425 Shady Lane	Forrest Adams
Enola, PA 17025	717-732-0723
Serving 5 School Districts in Cumberland and Perry Counties	Grades 9-12

DELAWARE COUNTY

Delaware County Academy

2 South 69th Street, Suite 300	Kenneth Miller
Upper Darby, PA 19082	610-565-4880
Serving 6 School Districts	Grades 9-12

ERIE COUNTY

Erie School District Alternative Education Program

1511 Peach Street	Robert Oliver
Erie, PA 16501	814-871-6279
Serving 5 School Districts	Grades 6-12

LANCASTER COUNTY

Alternative Vocatonal Education Program (AVEP)

Willow Street Vo-Tech	Dan Burkholder/Brenda Gilio George
Willow Street, PA 17584	717-464-2771, ext 258
Serving 11 School Districts	Grades 10-12

LEHIGH COUNTY

Alternative Education Program

4500 Education Park Drive	Joseph G. Rothdeutsch
Schnecksville, PA 18078	610-799-1322
Serving 9 School Districts	Grades 9-12

LUZERNE COUNTY

Alternative Learning Center

c/o Luzerne Intermediate Unit	Kevin O'Connor
368 Tioga Avenue, P.O. Box 1649	
Kingston, PA 18704-0649	717-297-9681, ext 120
Serving 11 School Districts	Grades 7-12

MERCER COUNTY

Keystone Adolescent Center Alternative Education Program

270 Sharon Road	Jim Gentile
Greenville, PA 16125	412-588-2520
Serving 13 School Districts	Grades 6-12

MONTGOMERY COUNTY

New Beginnings Alternative Education

Perkiomen Valley Senior High School,	Michael E. Friedberg
509 Gravel Pike	
Collegeville, PA 19426	610-489-1941
Serving 4 School Districts	Grades 7-12

Theodore Roosevelt Extended Day Program

Norristown Area School District	Kathleen Taylor
1161 Markley Street	
Norristown, PA 19401	610-275-9720
Serving 4 School Districts	Grades 7-12

SNYDER COUNTY

Union Snyder Alternative Education

P.O. Box 448, 2011 West Market Street	Thomas Muchler
Lewisburg, PA 17837	717-523-0955
Serving 6 School Districts in	Grades 6-9
Snyder and Union Counties	

SULLIVAN

Alternative Education Program

College Ave, P. O. Box 72	Daniel Polinski
Monroeton, PA 18832	717-265-5117
Serving 8 School Districts in	Grades 7-12
Bradford and Sullivan Counties	

PRIVATE

BUCKS COUNTY

Youth Services Alt
Neshaminy Manor Center — Robert Smith
Almshouse Road
Doylestown, PA 18901 — 215-343-4570
Serving 2 School Districts — Grades 8-12

FAYETTE COUNTY

Success Academy of Fayette County (SAFCO)
137 North Beeson Avenue — Linda Smith / Abby O'Connor
Uniontown, PA 15401 — 412-437-2540
Serving 4 School Districts — Grades 7-12

FRANKLIN COUNTY

Day Treatment Alternative Education
7564 Browns Mill Road — Robert C. Whitmore
Chambersburg, PA 17201 — 717-375-4733
Serving 6 School Districts — Grades 7-12

MONTGOMERY COUNTY

Alternative School/Day Treatment Program
Perkiomen Valley Academy Day Treatment Program, Inc.
2373 Hoffmansville Road, P.O. Box 310 — Patricia A. Murray
Frederick, PA 19435-0310 — 610-754-7846
Serving 10 School Districts — Grades 6-12

Lakeside School
P.O. Box L — Brian L. Dager
Willow Grove, PA 19090 — 215-542-7737
Serving 23 School Districts in Bucks and Montgomery Counties — Grades 6-12

The Vantage Program
Plymouth-Whitemarsh Sr. High School — Kathy Van Horn
Germantown Pike
Plymouth Meeting, PA 19462 — 215-542-7737, ext 26
Serving Colonial S.D. in IU 23 — Grades 7-12

NORTHAMPTON COUNTY

Centennial School
2196 Avenue C, LVIP I — Ann Miniutti
Bethlehem, PA 18017 — 610-266-6500
Serving 45 School Districts — Grades 1-12

WESTMORELAND COUNTY

Model Education Program
605 LLoyd Avenue — Robert S. Ketterer
Latrobe, PA 15650 — 412-537-9110
Serving 8 School Districts — Grades 7-12

MONTGOMERY COUNTY

Alternative School/Day Treatment Program
Perkiomen Valley Academy Day
Treatment Program, Inc.
2373 Hoffmansville Road, P.O. Box 310
Frederick, PA 19435-0310
Serving 10 School Districts

Patricia A. Murray
610-754-7846
Grades 6-12

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Grades 6-12

The Vantage Program
Plymouth-Whitemarsh Senior
High School
Germantown Pike
Plymouth Meeting, PA 19462
Serving Colonial S.D. in IU 23

Kathy Van Horn
215-542-7737, ext 26
Grades 7-12

NORTHAMPTON COUNTY

Centennial School
2196 Avenue C, LVIP I
Bethlehem, PA 18017
Serving 45 School Districts

Ann Miniutti
610-266-6500
Grades 1-12

WESTMORELAND COUNTY

Model Education Program
605 LLoyd Avenue
Latrobe, PA 15650
Serving 8 School Districts

Robert S. Ketterer
412-537-9110
Grades 7-12

Collaboration ...

Collaboration, joining forces, sharing, unified front, synergy - all words used in a variety of fields from education through private industry that signify the same focal point and send the same message. When departments, agencies, businesses, individuals and groups work together, typically the end result is positive, efficient and productive, and some may add cost-efficient. The reason for more positive results, regardless of the goal, might be ascribed to ownership - more individuals or groups mean broader support - or more may be ascribed to more minds, more ideas, more perspectives yield wider understanding of the issue(s) and finding the solution(s).

Whatever explanation fits best, the bottom line for educators, specifically assistant principals dealing with discipline, is the more agencies which serve the same youth work cooperatively, the greater the benefit to the children and their families.

Evidence of cooperation producing positive results is the student assistance team where building administrators, teachers, school counselors, mental health and drug and alcohol intervention personnel work together to solve a student's problem.

The same case may be made for alternative education programs for disruptive students and related student discipline options.

In the 1995 report on a survey of assistant principals conducted by PASSP, the majority of the 259 assistant principals responding to the question "What would help you in your job handling disruptive and/or chronically troubled students?" recommended the following:

- Juvenile punishment must have consequences; presently, students do not fear nor have a bottom line for their negative and destructive actions and behavior;**
- Where collaboration with other agencies exists, reports are positive that students are facing the consequences of their actions and learning new skills to deal with future frustrations and conflicts;
- There is a need for liaison between the school and other agencies dealing with troubled youth;
- Parents should be held accountable for their children;
- Parent training for both parents and students should be part of any alternative program; there is a need for court ordered counseling for the entire family of a disruptive student;
- More counseling and social workers are needed to assist schools in dealing with disruptive students and in the training of staff;
- Probation officers and other social service agencies should be housed in schools to offer easy, quick access for students, parents and staff;**
- The entire community from local citizens and organizations to county agencies must join schools in addressing the issue of troubled and disruptive youth;
- Consistent, firm enforcement of rules must occur, such as amending the Tobacco Control Act to make sure penalties for violating the no smoking on school property ban are just and severe enough to send a clear message;**
- Link truancy and school conduct with obtaining and maintaining a driver's license for those 18 and younger;**
- The state needs to become an active partner via public policy, legislation and financial resources to address the issue of the disruptive student.**

Those items listed with a double asterisk, **, are either already addressed through new state initiatives or through new state laws. For instance, the Pennsylvania Commission on Crime and Delinquency has expanded its juvenile in-school probation initiative while new

truancy and anti-smoking laws provide stiffer penalties for students violating school policy.

The last item regarding the state as a partner is in the process of being addressed. In the last two state budgets, money has been earmarked for alternative education, but the $4.5 million appropriated this year hardly covers the growing number of programs being established nor the need for more programs. After ten years of encouraging the legislature to enact a bill which would provide funding for alternative education programs and clarify criteria for such programs, the Pennsylvania General Assembly has not yet acted.

When reviewing the alternative education programs listed in this report, you will find some operate in collaboration with other agencies, however, the collaboration among agencies, including but not limited to juvenile justice, district magistrates and county courts, must expand if the violence and disruption in schools and on the streets are to stop. Education is a key, but schools alone cannot educate when disruption and violence terrorize children, staff and the community. Tougher laws and stiffer penalties are critical, but crime and punishment alone won't work without education. Counseling, social service agencies and community resources are important to maintaining a safe and productive society, but alone those groups cannot affect the overall change needed.

One element often missed when discussing collaboration is parental involvement. That phrase and its meanings are certainly understood by educators and parents when talking about student achievement. Yet, parental involvement is also crucial to the success of an alternative education program for disruptive students.

Heeding the recommendations of assistant principals with regard to parents, most of the alternative education programs for disruptive students have a strong parental involvement component, the least of which is regular phone or written communication to parents with a status report on their child's development within the program. Some programs call for a contract to be signed by parents and students with the school; other programs require weekly parent meetings or family counseling.

Another assistant principal suggestion, to house juvenile probation officers in schools, has also been established. The School-Based Probation Initiative undertaken by the Commission on Crime and Delinquency subscribes to the need that schools and justice cannot go it alone.

> From the 1994 "School-Based Probation Funding Initiative," the Commission sets forth these goals: "School-based probation is a new way of providing standard probation services to school-age youths who are on probation ... Strengthen the cooperation and communication between the school district and the probation department ... Provide the schools an alternative for dealing with students with behavioral problems and those suspended from school."

In its subsequent expansion since 1994, some county probation agencies have assigned an officer full time to one school while other counties have assigned one probation officer to multiple schools. Often the officers participate in the student assistance team meetings and are asked to assist in training staff on dealing with troubled youth. For the assistant principal, the in-school probation officer is a direct link and direct help in fulfilling the school mission of maintaining a safe, orderly environment in which students can learn and teachers can teach.

The following pages outline the school-based probation projects operating in 1996-97.

BASED PROBATION PROJECTS

PROJECT ADDRESS	SCHOOL DISTRICTS SERVED	PROBATION OFFICERS ASSIGNED	ESTIMATED NUMBER OF JUVENILES
ADAMS COUNTY JUVENILE PROBATION 111-117 BALTIMORE ST. GETTUSBURG, PA 17325	NEW OXFORD GETTYSBURG	1	30
ADAMS COUNTY JUVENILE PROBATION 111-117 BALTIMORE ST. GETTYSBURG, PA 17325	GETTYSBURG AREA FAIRFIELD AREA BERMUDIAN SPRINGS LITTLESTOWN AREA	3	100
ALLEGHENY COUNTY JUVENILE COURT 3333 FORBES AVENUE PITTSBURGH, PA 15213	PITTSBURGH PEABODY	3	150
ALLEGHENY COUNTY JUVENILE COURT 3333 FORBES AVENUE PITTSBURGH, PA 15213	PITTSBURGH ALLEGHENY KNOXVILLE GREENWAY PROSPECT ARSENAL WILKINSBURG	6	180
BEAVER CO. JUVENILE SERVICES DIVISION WESTERN AVENUE BEAVER, PA 15009	ALIQUIPPA	1	70
BERKS CO. JUVENILE PROBATION OFFICE 633 COURT ST., 10TH FL. READING, PA 19601-3587	READING	2	126
BLAIRE CO. JUVENILE PROBATION DEPT. 509 WALNUT STREET HIGHLAND HALL ANNEX HOLLIDAYSBURG, PA 16648	ALTOONA	1	28
BUCKS COUNTY JUVENILE PROBATION BROAD & COURT STS. DOYLESTOWN, PA 18901	BENSALEM TOWNSHIP	2	80
CAMBRIA CO. JUVENILE PROBATION DEPARTMENT 120 SOUTH CENTER ST. EBENSBURG, PA 15931	GREATER JOHNSTOWN	2	150

PROJECT ADDRESS	SCHOOL DISTRICTS SERVED	PROBATION OFFICERS ASSIGNED	ESTIMATED NUMBER OF JUVENILES
CARBON COUNTY JUVENILE PROBATION P.O. BOX 129 JIM THORPE, PA 18229	JIM THORPE LEHIGHTON PALMERTON PANTHER VALLEY WEATHERLY	1	25
CHESTER CO. JUVENILE PROBATION DEPT. 2 W. HIGH ST., STE. 431 WEST CHESTER, PA 19380	COATESVILLE AREA DOWNINGTOWN AREA PHOENIXVILLE AREA	1	50
DAUPHIN CO. JUVENILE PROBATION OFFICE FRONT & MARKET STS. HARRISBURG, PA 17101	HARRISBURG SCOTT/ROWLAND	4	95
DELAWARE CO. JUVENILE COURT SERVICES COURT HOUSE PLAZA FRONEFIELD BUILDING MEDIA, PA 19063	CHESTER-UPLAND	3	100
ERIE CO. JUVENILE PROBATION DEPT. COUNTY COURTHOUSE 140 WEST 6TH STREET ERIE, PA 16501	ERIE SCHOOL DISTRICT CENTRAL STRONG VINCENT EAST ROOSEVELT WILSON	5	230
FRANKLIN CO. JUVENILE PROBATION DEPT. 191 FRANKLIN FARM LANE CHAMBERSBURG, PA 17201	CHAMBERSBURG AREA WAYNESBORO AREA	2	75
INDIANA COUNTY JUVENILE PROBATION COURTHOUSE, 2ND FLOOR INDIANA, PA 15701	HOMER CENTER INDIANA AREA MARION CENTER UNITED	1	42
INDIANA COUNTY JUVENILE PROBATION COURTHOUSE, 2ND FLOOR INDIANA, PA 15701	PENNS MANOR SALTSBURG APOLLO RIDGE PURCHASE LINE HOMER CENTER	1	30
JEFFERSON CO. JUVENILE JUSTICE DEPARTMENT COURTHOUSE, MAIN ST. BROOKVILLE, PA 15825	BROCKWAY BROOKVILLE DUBOIS JEFF TECH	1	32

PROJECT ADDRESS	SCHOOL DISTRICTS SERVED	PROBATION OFFICERS ASSIGNED	ESTIMATED NUMBER OF JUVENILES
LANCASTER CO. OFFICE OF JUVENILE PROBATION COURTHOUSE 50 NORTH DUKE ST. LANCASTER, PA 17602	LANCASTER SCHOOL DISTRICT HAND LINCOLN REYNOLDS WHEATLAND BUEHRLE	5	206
LEBANON CO. JUVENILE PROBATION OFFICE 400 S. 8TH STREET LEBANON, PA 17042	LEBANON CITY	1	75
LEHIGH CO. JUVENILE PROBATION DEPARTMENT 455 HAMILTON ST. P.O. BOX 1548 ALLENTOWN, PA 18105-1548	ALLENTOWN MIDDLE SCHOOLS RAUB, TREXLER, HARRISON-MORTON, SOUTH MOUNTAIN HIGH SCHOOLS DIERUFF WILLIAM ALLEN	4	140
LUZERNE CO. JUVENILE PROBATION OFFICE COURTHOUSE 280 N. RIVER STREET WILKES-BARRE, PA 18702	WILKES-BARRE AREA HIGH SCHOOLS COUGHLIN G.A.R. MEMORIAL MEYERS	1	43
LUZERNE CO. JUVENILE PROBATION OFFICE COURTHOUSE 280 N. RIVER STREET WILKES-BARRE, PA 18702	HAZLETON AREA WEST HAZLETON FREELAND	1	32
LYCOMING CO. JUVENILE PROBATION DEPT. 48 WEST THIRD STREET WILLIAMSPORT, PA 17701	WILLIAMSPORT AREA	1	70
MCKEAN CO. JUVENILE PROBATION DEPT. COURTHOUSE MAIN STREET SMETHPORT, PA 16749	BRADFORD KANE OTTO-ELDRED PORT ALLEGHENY SMETHPORT	1	108
MIFFLIN COUNTY JUVENILE PROBATION 20 NORTH WAYNE STREET LEWISTOWN, PA 17044	LEWISTOWN INDIAN VALLEY	1	45
MONROE CO. JUVENILE PROBATION OFFICE COURTHOUSE STROUDSBURG, PA 18360	EAST STROUDSBURG PLEASANT VALLEY POCONO MOUNTAIN STROUDSBURG	2	103

PROJECT ADDRESS	SCHOOL DISTRICTS SERVED	PROBATION OFFICERS ASSIGNED	ESTIMATED NUMBER OF JUVENILES
MONTGOMERY CO. JUVENILE PROBATION DEPT. AIRY & SWEDE STREETS NORRISTOWN, PA 19401	ABINGTON NORRISTOWN NORTH PENN POTTSTOWN	4	150
MONTGOMERY CO. JUVENILE PROBATION DEPT. AIRY & SWEDE STREETS NORRISTOWN, PA 19401	WISSAHICKON AREA POTTSGROVE UPPER MERION NORTH PENN	4	65
NORTHUMBERLAND CO. JUVENILE COURT SERIVCES SECOND & MARKET STS. SUNBURY, PA 17801	SHAMOKIN AREA SHIKELLAMY	1	25
PHILADELPHIA FAMILILY JUVENILE BRANCH 180 VINE STREET PHILADELPHIA, PA 19103	PHILADELPHIA HIGH SCHOOLS AUDENREID • MARTIN LUTHER KING STRAWSBERRY MANSION • THOMAS EDISON • UNIVERSITY CITY WILLIAM PENN DISCIPLINARY SCHOOLS • ALLEGHENY FOR GIRLS • DANIEL BOONE E.S. MILLER • NOT FUNDED BY PCCD GRANT	3 PO'S 1 PO TRAINEE 1 SUPERVISOR (FUNDED BY PCCD) 5 ADDITIONAL PO'S AND 1 SUPERVISOR, NOT FUNDED BY PCCD-BUT ASSIGNED TO PROJECT	160
PHILADELPHIA FAMILILY JUVENILE BRANCH 1801 VINE STREET PHILADELPHIA, PA 19103	PHILADELPHIA SCHOOL DISTRICT OLNEY ROBERTO CLEMENTE CENTRAL EAST	2	60
PIKE CO. JUVENILE PROBATION DEPARTMENT COUNTY ADMIN. BLDG. MILFORD, PA 18337	DELAWARE VALLEY EAST STROUDSBURG WALLENPAUPACK	1	30
PIKE CO. JUVENILE PROBATION DEPARTMENT COUNTY ADMIN. BLDG. MILFORD, PA 18337	EAST STROUDSBURG WALLENPAUPACK	1	30
SNYDER COUNTY (SEE UNION COUNTY)			

PROJECT ADDRESS	SCHOOL DISTRICTS SERVED	PROBATION OFFICERS ASSIGNED	ESTIMATED NUMBER OF JUVENILES
SOMERSET CO. JUVENILE PROBATION DEPT. 212 E. MAIN STREET SOMERSET, PA 15501	CONEMAUGH TWP. AREA •MEYERSDALE AREA NORTH STAR AREA •ROCKWOOD AREA •SHADE CENTRAL CITY •SOMERSET AREA •SOMERSET AREA VO-TECH WINBER AREA •NOT FUNDED BY PCCD GRANT	2	60
UNION CO. JUVENILE PROBATION DEPT. 103 SOUTH SECOND ST. LEWISBURG, PA 17837	LEWISBURG MIDD-WEST MIFFLINBURG SELINSGROVE SUN AREA VO TECH	1	70
VENANGO CO. JUVENILE PROBATION OFFICE COURT HOUSE FRANKLIN, PA 16323	ALLEGHENY-CLARION VALLEY CRANBERRY FRANKLIN MAPLEWOOD OIL CITY VALLEY GROVE WEST FOREST	1	50
WARREN CO. JUVENILE PROBATION DEPT. COURT HOUSE WARREN, PA 16365	WARREN COUNTY	1	30
WAYNE CO. JUVENILE PROBATION DEPT. 925 COURT STREET HONESDALE, PA 18431	WESTERN WAYNE	1	30
WAYNE CO. JUVENILE PROBATION DEPT. 925 COURT STREET HONESDALE, PA 18431	WAYNE HIGHLANDS WALLENPAUPACK	1	50
WESTMORELAND COUNTY JUVENILE PROBATION 2490 S. GRANDE BLVD GREENSBURG, PA 15601	GREENSBURG-SALEM HEMPFIELD KISKI AREA NEW KENSINGTON DERRY AREA GREATER LATROBE	4	160
WYOMING CO. JUVENILE COURT SERVICES 1 COURTHOUSE SQUARE TUNKHANNOCK, PA 18657	TUNKHANNOCK AREA	1	41
YORK CO. JUVENILE PROBATION OFFICE 100 MARKET WAY WEST YORK, PA 17401	CENTRAL DOVER RED LION SPRING GROVE	2 FULL TIME 2 PART TIME	98

The Special Education Student ...

Alternative education programs are designed to address the needs of disruptive students. A review of the programs described in this report show that special education students, as defined by the federal Individuals With Disabilities Education Act (IDEA) and the state's Chapter 14 of State Board of Education Regulations, are excluded from AEPs unless parents and/or guardians sign-off on documents which characterize enrollment in an AEP as a change of placement.

The discipline of a special education student must follow the strict parameters set forth in both federal law and state regulations, therefore exempting special education students who are continually disruptive from expulsion, unless the student brings a weapon onto school property and then the expulsion is limited to 45 days.

School officials must work through the multidisciplinary team, which includes parents and/or guardians, to place a chronically disruptive special education student in an AEP. If the parent and/or guardian disagree with the proposed change in placement to an AEP, the only recourse for school officials who believe the change in placement would benefit the student is to pursue the change through court action. Meanwhile, the special education student remains in the regular school setting as set forth in their Individual Education Plan or IEP.

The following memorandum written by PAESSP Chief Counsel Donna Weldon explains the current law regarding discipline of special education students and also sets forth the recommended change the Association has made to the State Board of Education.

One area of particular concern to principals throughout the state is the double standard created when an eligible student misbehaves and is entitled to rights guaranteed by special education law and state regulations. In fact, state regulations go beyond the guarantees determined by the IDEA. IDEA guarantees certain civil rights protections to eligible students only when the misconduct is related to the student's disability. Under Pennsylvania law, the same procedural protections apply when the misconduct has no relationship and is not caused by the student's disability.

22 Pa. Code § 14.25(n) requires a reevaluation prior to applying disciplinary action which would result in a change in the educational placement for an eligible student. Significantly, the inquiry by the MDT goes beyond federal law.

Under federal law, the parents may seek review of the team's determination on the manifestation issue. Under state law, the parents may seek review of the appropriateness of the proposed change or any aspect of the IEP regardless of whether or not the misconduct is related to the child's disability. In seeking a hearing officer's review of the appropriateness of the proposed change, if the hearing officer finds that the proposed expulsion would not serve to improve the child's behavior or is for some other reason inappropriate, then the hearing officer shall reject the exclusion. Only in the event that the hearing officer finds both that the child's acts were unrelated to the disability and that the exclusion from school would likely improve the child's behavior can the expulsion be upheld. This two-prong requirement results in Pennsylvania providing greater protection than the IDEA.

The distinction between eligible students and regular students makes sense in the context of granting eligible students greater rights and absolute protections when the discipline is related to their disability. Such a distinction makes little or no sense and is not grounded in the logic of special education legislation if the student is permitted to misbehave when the misbehavior is unrelated to the disability.

Finally, Pennsylvania regulations totally prohibit any discipline if the misconduct is related to the disability. Under the standards, advocates have successfully argued that even

a suspension of one day for a manifestation of a student's disability is prohibited. Under 22 Pa. Code § 342.36(e), there is no period of grace where a school district may convene an IEP team to conduct a manifestation determination or to discuss modifications of the IEP to improve behavior. There is zero tolerance for any discipline against an eligible student. This provision of the standards is inconsistent with the regulation on change of placement and should be deleted.

This legal review of federal and state laws directing the discipline of special education students provides an understanding of the double standard between the discipline of regular education and special education students. As was stated in Attorney Weldon's memorandum, special education students need protections against arbitrary decisions, but the state has gone beyond the intent and interpretation of federal legislation.

PAESSP and its membership will continue to encourage the State Board of Education to amend Chapter 14 and its companion standards, Chapter 342, to provide the flexibility and options to school administrators when handling the disruptive special education student.

Additionally, the Association recommends to school administrators who oversee the MDT and IEP processes that, when appropriate and applicable, a provision outlining discipline options should be written into the IEP.

See Chapter 14, discipline section, in appendix.

Grants and Waivers...

In 1996-97, the Pennsylvania Department of Education awarded grants and program waivers to numerous alternative education programs. Grant awards and waivers were given as follows:

School Entity	Grant Award	Waiver Given
Abington SD	X	X
Allegheny IU	X	X
Allegheny Valley SD	X	
Allentown SD	X	X
Altoona Area SD	X	X
Ambridge Area SD	X	X
ARIN IU 28	X	
Athens Area SD		X
Bangor Area SD	X	
Beaver Area SD	X	X
Bedford-Everett AVTS	X	
Bellefonte Area SD		X
Bellwood-Antis SD		X
Berks County IU	X	X
Bethlehem AVTS	X	X
Bethlehem Area SD	X	X
Big Beaver Falls SD	X	
Big Spring SD		X
Blast IU 17	X	X
Brandywine Heights SD	X	X
Brookville Area SD	X	
Brownsville SD	X	X
Bucks County IU	X	X
Burgettstown SD	X	
Burrell SD	X	
Butler Area SD	X	X
Capital Area IU	X	X
Carbon County AVTS		X
Carlisle Area SD	X	X
Centennial SD	X	X
Central Bucks SD	X	X
Central Dauphin SD	X	X
Central Susquehanna IU	X	X
C. Westmoreland AVTS	X	X
Chambersburg SD	X	X
Chartiers Valley SD	X	X
Cheltenham SD	X	X
Chester IU 24	X	X
Chester Upland SD	X	X
Chichester SD		X
Cities in Schools	X	

School Entity	Grant Award	Waiver Given
Clairton City SD	X	X
Clearfield SD	X	X
Colonial IU-20	X	
Colonial SD	X	
Columbia Boro SD		X
Conestoga Valley SD		X
Commodore Perry SD	X	
Conneaut SD	X	X
Conrad Weiser SD		X
Corry Area SD	X	
Curwensville SD	X	
Daniel Boone SD		X
Danville Area SD	X	
Delaware IU 25	X	X
Donegal SD	X	X
Dover Area SD	X	
DuBois Area SD	X	X
Duquesne City SD	X	X
East Allegheny SD		X
East Penn SD	X	
East Pennsboro SD	X	X
East Stroudsburg SD		X
Eastern Lancaster Co. SD		X
Eastern York SD	X	
Easton Area SD	X	X
Elizabethtown SD	X	X
Ephrata Area SD	X	X
Erie SD	X	X
Everett Area SD		X
Exeter Twp. SD	X	X
Fayette Co. AVTS		X
Fort LeBoeuf SD	X	
Fox Chapel SD	X	
Franklin Area SD	X	X
Fulton Co. AVTS	X	
Galeton Area SD	X	X
Garnet Valley SD	X	
Gateway SD		X
Gettysburg SD	X	X
Governor Mifflin SD	X	X
Greater Johnstown SD	X	X
Greencastle-Antrim SD	X	
Greensburg Salem SD		X
Greenville SD	X	
Hamburg Area SD	X	X
Hanover Public SD	X	

School Entity	Grant Award	Waiver Given
Harrisburg SD	X	X
Hazelton Area SD	X	
Hempfield SD		X
Hermitage SD	X	X
Highlands SD	X	X
Hollidaysburg SD		X
Interboro SD		X
Jersey Shore SD	X	X
Jim Thorpe SD	X	X
Kane Area SD	X	X
Keystone Central SD	X	
Keystone Oaks SD		X
Kutztown SD		X
Jeannette City SD		X
Lackawanna Co. AVTS	X	X
Lackawanna Trail SD	X	X
Lancaster Co. Academy		X
Lancaster SD	X	X
Lancaster-Lebanon IU	X	X
Lawrence Co. AVTS		X
Lehigh C. AVTS	X	X
Lehighton SD	X	X
Lincoln IU 12	X	X
Lower Dauphin SD	X	X
Luzerne IU	X	X
Manheim Central SD		X
Manheim Twp. SD		X
McGuffey SD		X
Marple Newtown SD	X	
Mercer Area SD	X	X
Middletown SD		X
Midland Boro SD	X	X
Midwestern IU 4		X
Mifflinburg SD		X
Millcreek Twp. SD	X	X
Milton Area SD	X	X
Mon Valley AVTS	X	X
Monroe Co. AVTS		X
Montgomery Co. IU		X
Moon Area SD		X
Mount Union SD	X	
Mountain View SD	X	X
Muhlenberg SD		X
Neshaminy SD	X	X
New Brighton SD	X	X
New Castle SD	X	X

School Entity	Grant Award	Waiver Given
New Kensington Arnold SD	X	
Norristown SD	X	X
North East SD	X	
Northampton SD	X	X
Northeastern IU		X
Northeastern York SD	X	X
Northern Area AH HS	X	X
Northern Tioga SD	X	X
Northwest IU 5	X	
N.Westmoreland AVTS		X
Octorara Area SD	X	
Otto-Eldred SD	X	
Owen J. Roberts SD	X	X
Palmerton SD	X	X
Parkway West AVTS	X	X
Penn Cambria SD	X	X
Penn Hills SD	X	X
Penn-Delco SD		X
Penn-Trafford SD	X	
Pennrigdge SD		X
Pennsbury SD	X	X
Perkiomen Valley SD	X	X
Philadelphia City SD	X	X
Phillipsburg-Osceola SD	X	X
Pittsburgh City SD		X
Plum Boro SD		X
Pocono Mountain SD	X	X
Pottsgrove SD	X	X
Quaker Valley SD		X
Reading SD	X	X
Ridgway Area SD	X	
Ridley Area SD	X	X
Riverview IU		X
Rochester Area SD		X
Rockwood Area SD	X	
Sayre Area SD		X
Schuylkill IU		X
Scranton City SD	X	X
Seneca Valley SD		X
Sharon City SD		X
Shikellamy SD		X
Shippensburg SD	X	
Solanco SD	X	X
Somerset Area SD		X
Souderton SD		X
South Side Area SD	X	X

School Entity	Grant Award	Waiver Given
Southeast Delco SD	X	
Southern Tioga SD	X	X
Southmoreland SD	X	X
Spring Cove SD	X	X
Spring Grove SD	X	X
St. Mary's Area SD	X	X
State College SD		X
Steel Valley SD		X
Steelton-Highspire SD		X
Sto-Rox SD	X	
Susquehanna Twp. SD	X	X
Towanda Area SD	X	X
Troy Area SD		X
Tunkhannock SD	X	
Tussey Mtn. SD		X
Twin Valley SD	X	X
Union City SD	X	
Upper Darby SD	X	
Upper Merion SD	X	
Warren County SD	X	X
Warwick SD	X	X
Washington Co. AVTS	X	X
Washington SD		X
Westmoreland IU		X
West Shore SD	X	X
Whitehall-Coplay SD	X	X
Wilkinsburg SD		X
William Penn SD	X	X
Williamsburg Comm. SD		X
Williamsport SD	X	X
Woodland Hills SD	X	X
York City SD	X	X
York County HS	X	X

(Information provided by the Pennsylvania Department of Education, Dr. Mary Ann Nobers, Deputy Secretary for Elementary and Secondary Education, 1997).

States and Their Laws On Alternative Education Programs

State	Voluntary/Mandatory	Description
AL		none
AK		none
AZ	V	school board may contract with any public body or private person to provide alternative education
AR	M	every school district must establish an alternative learning environment
CA	V	school districts which establish an alternative program, work center for dropouts or adult school may contract with a private non-profit community based organization
CO	V	1996 authorization to open 4 pilot schools, 2 residential, 2 non-residential; courses in year-round format to target at- risk middle school students and expelled students
CT		none
DE	M	provides funding to districts for AEPs for expelled and disruptive sfudents, intervention grants for middle and high schools and prevention grants for younger students
FL	V	authorizes second chance schools for disruptive, violent, delinquent youth
GA	V	special school district for incarcerated youth and placement of expelled students in AEPs
HI	M	students who bring firearms to school to be provided AEP
ID		none
IL	V	by regions, AEPs may be established, except in C h i - cago, for students in grades 6-12 who would be suspended or expelled
IN	V	principal has authority to require students, at least 16 years old, who wish to re-enroll after expulsion to attend an AEP
IA		none
KS	V	districts may send students in grades 7-12 to AEPs
KY		none
LA	M	requires suspended and expelled students to attend an AEP
ME		none
MD	V	student who brings firearm to school may be placed in an AEP; establishes Baltimore City Alternative Learning Center;
	M	and requires a continuum model of prevention and intervention programs for disruptive students

State	Voluntary/Mandatory	Description
MA		none
MI		none
MN	V	eligible students may enroll full time in any nonprofit, nonpublic, nonsectarian school that has contracted with the serving school district and establishes grant program to provide alternative education
MS	M	standards for removal of students to AEPs; districts must provide program for expelled students
MO	M	school districts are not prohibited from offering an AEP to suspended students
MT		none
NE	M	all districts must have an AEP for expelled students
NV	V	a suspended or expelled student may enroll in an AEP
NH	V	expelled students may be provided an AEP
NJ	M	any student expelled for weapon possession is to be placed in an AEP, if available, or home instructed or placed in another suitable facility
NM		none
NY		none
NC		$1.25 million appropriate for a boot camp
ND	V	an expelled student may be placed in an AEP
OH	V	allows districts to create AEPs in a deregulated manner
OK	V	provides grants for AEPs
OR	M	schools must be established that maintain learning situations that are flexible and open to all students
PA	V	provides grants for AEPs
RI		none
SC	V	expelled students may enroll in an AEP
SD	V	districts may provide an AEP to expelled students
TN	V	encourages local schools to develop AEPs for juvenile offenders in cooperation with juvenile courts, police and community service agencies; expelled students may enroll in an AEP
TX	V	expelled students may enroll in an AEP
UT	V	coordinates educational services with human service programs
VT		none
VA	V	local schools determine appropriate AEP of students who have been placed in AEP by court order

State	Voluntary/Mandatory	Description
WA	V	districts may establish schools and programs with stringent dress and discipline codes and parental participation standards; suspended or expelled students may choose to attend
WV	V	schools may work with county and state officials to design alternative settings for expelled students
WI	M/V	depending on district dropout rate - districts with high dropout rate may apply to state for funds to provide public or nonpublic program for at risk students
WY	V	districts may provide an AEP for students expelled for weapons possession

(Compiled and provided by the Information Clearinghouse, ECS, September 1996)

The Epilogue...

This writing is obviously the result of a great effort on the part of many dedicated professionals and the financial assistance and sincere concern of an enlightened business. The end result will be beneficial to all who have an interest in helping disruptive youth and the environment of our schools. My personal concern is that all who should be interested may not hear the message. That will be our ongoing task.

This book must serve as the foundation for alternative education programs of the future and as a primary source for those who would criticize our efforts to date. A growing debate is underway over the amount and quality of education provided in the programs described here. The problem lies with the narrow definition of 'education' applied by the dissenters. Although it is appropriate that accountability measures be promulgated on these programs, their very nature requires flexibility to ensure their success. If it can be successfully argued that little quality education occurs in an 'out of control' regular classroom; then it too should be argued that alternative education programs must provide the essentials of responsible citizenship, mentoring, counseling and empathy before the structured curriculum can be taught. To this end, we must continually fight for the opportunity to provide these students all they need to become productive adults.

Don't provide the naysayers with ammunition. We must continue to offer quality alternative programs that have as their major goal the return of their students to the environs of regular education. We cannot incarcerate and provide 'watered-down' curriculum just to placate the regular education community by keeping the disruptive students out of sight.

For over two hundred years public education has been both the foundation and pinnacle of America's achievements. Although the challenges faced have changed as our society has changed, we have continued to adapt. The adaptation required by the stress on our social fabric is but another challenge -- disruptive students are one of the by-products. We must continue to meet the challenges in creative ways that best serve all of our public.

Thomas M. Shivetts, Executive Director, PASSP

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The Appendix...

- Assistant Principal Survey Report
- Basic Education Circular 1-96
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Assistant Principal Survey Report

March 20, 1995

Assistant Principals Say "Alternative Programs for Disruptive Students Needed" and "Public Policy Changes Are Required to Assist Schools in Handling Troubled Youth."

The Pennsylvania Association of Secondary School Principals (PASSP) releases today the results of a survey of its assistant principal members. The survey is part of a project of PASSP focused on the disruptive student.

The survey was distributed to 600 PASSP assistant principals; the results are described in this release. A total of 259 assistant principals responded to the survey.

This release is provided as a resource for media, lawmakers and policymakers to review, to ask further questions and to encourage discussion among community groups, educators, policymakers juvenile system personnel and other social service agencies so that the issue of disruptive students is addressed by all those who have a stake in this most troublesome problem facing our schools today.

The survey results provide a wealth of information and opinions. The survey asked four questions and brought out hundreds of comments and ideas from assistant principals. Alternative education programs for disruptive students which are already in place range from basic counseling to extensive alternative education schemes. Some districts offer a wide range of help to troubled students from peer mediation, conflict resolution to alternative programs especially designed for the disruptive student, while other districts offer no substantive options in dealing with the disruptive student. Additionally, there is no single definition of alternative education program; those programs which operate presently are based on local community needs and local community resources. In House Bill 8, which passed the House in February, and in Senate Bill 288, which is under consideration by the Senate Education Committee, definitions are offered describing a disruptive student and some guidelines are provided regarding what an alternative program should do and should accomplish.

From the survey, there seems to be a wid[e] range of attitudes among school administrators (assistant principals) from "There is a critical need for alternative education programs in every county or intermediate unit" to "There is a need for collaboration and sharing of resources and information among the agencies which are dealing with basically the same students, but this collaboration and sharing of resources must be state or county ordered, and the state's public policy must deal with this issue."

From the survey results, it is clear that several significant questions emerged to guide future discussion and decisions on how to handle the disruptive student. These questions include:

- √ Ownership - Who is willing to take "ownership" over disruptive students in a meaningful way? Who will take on the well-being of these students as a commitment to help them change their young lives in a positive direction?
- √ When should that "ownership" begin? If intervention can succeed in changing behavior, then shouldn't intervention programs begin in elementary school?
- √ What form of intervention is needed? What is working now? While Alternative Education Programs (AEPs) are gaining increased acceptance in high schools, are they the only answer? And, are they (AEPs) punitive or positive in nature?
- √ How can disruptive students be guided so they become productive, not disruptive, citizens?

Overall, assistant principals commented that between 65% to 95% of their time is devoted to the discipline problems of, on average, 5% of their student population. Assistant principals noted that these young people need to learn skills of self discipline, personal interaction, strategies for

conflict resolution and anger, and respect for others including authority and laws. "As an instructional leader, my role is diminished by disruptive students," said one assistant principal, "and in fact the two roles, instructional leader and disciplinarian, are mutually exclusive."

Assistant principals noted in their survey responses that a goodly number of problems exist today that handicap them from handling the disruptive student. These problems include: 1) youths found guilty of violent crimes are in school before, during and after trial; 2) present truancy laws are weak and a joke to students; 3) there is little collaboration and cooperation with other agencies; 4) where there is no local police force, the State Police must be called in and they do not want to deal with disruptive students, such as those who threaten others or deface property, but are willing to handle drug issues; 5) tradition has been that schools handle the discipline of students and that has worked for many years, but that tradition must be changed in the face of today's disruptive or troubled youth who cannot be handled by the schools alone; the problems of poverty, family discord, substance abuse, emotional and mental health issues cannot be part of the school's mission without assistance from other agencies; 6) neither the juvenile justice system nor children and youth services deal with disruptive students nor truancy, both early indicators of future trouble with these young people; 7) confidentiality within agencies, including the courts, juvenile probation, children and youth services and mental health, keep the schools in the dark about students and their needs; 8) the juvenile justice system has weak consequences for serious actions; 9) local district justices and magistrates are limited in options, such as students who are by law banned from smoking in or on school property; the Tobacco Control Act provides no penalty for violation of the prohibition; 10) most often, problem students have been problem students beginning in elementary school; and 11) agencies work independently serving the same students but sharing no information or resources.

The bottom line of these concerns noted by assistant principals is lack of coordination and collaboration among the agencies which deal with basically the same youth but for different problems.

Although assistant principals cited problems in their responses, most assistant principals also offered positive suggestions that could get schools to better address the needs of troubled youth. Many of the suggestions made by assistant principals in this survey are addressed in pending legislation which Governor Ridge and state lawmakers are discussing now. We as an association are hopeful that some of the problems and suggestions noted in the survey results will be addressed through the enactment of legislation and clear public policy on this issue.

Suggestions made by the 259 assistant principals who responded to the survey range widely from opening the juvenile court proceedings and information to early intervention for young students in elementary school who show early signs of trouble ahead.

The bottom line for all respondents in the survey was the need for alternative education programs in every county or intermediate unit assisted by state financial resources, business and community partnerships and through state or court ordered collaboration agreements between the schools, which would provide the educational components of the programs, and with juvenile, mental health, social services and children and youth services, which could provide the behavior modification, counseling, parent training and other services needed to move these youth from negative to positive behavior and actions.

Listed here is a composite of the types of suggestions offered by practitioners who must handle these troubled youth on a daily basis:

- Juvenile punishment must have consequences; presently, students do not fear nor have a bottom line for their negative and destructive actions and behavior;
- Where collaboration with other agencies exists, reports are positive that students are facing the consequences of their actions and learning new skills to deal with future frustrations and

conflicts;

- There is a need for liaison between the school and the other agencies dealing with troubled youth;
- Alternative education programs for disruptive students must be countywide or by intermediate unit for those small and/or rural districts with fewer resources or by consortia of districts, and programs must be located away from the regular education programs;
- Early intervention with young students must be statewide and start in elementary school; Head Start programs should be provided to every low income child;
- The Instructional Support Team (IST) in elementary grades and the Student Assistance Program (SAP) in secondary grades both are working to help students with problems, but state funding is lacking and needs to be bolstered so that these programs that work can be in every school;
- Alternative education programs must meet both the educational needs and behavioral needs of students and have the cooperation and involvement of parents and community;
- Students must earn their way back to the regular education program from AEPs;
- Parents should be held accountable for their children;
- Parent training for both parents and students should be part of any alternative program; there is a need for court ordered counseling for the entire family of a disruptive student;
- Staff training on how to handle disruptive students should occur in every district;
- Programs on peer or adult mediation, conflict resolution and assertive discipline should be established in every school;
- More counseling and social workers are needed to assist schools in dealing with disruptive students and in training of staff;
- Probation officers and other social service agencies should be housed in schools to offer easy, quick access for students, parents and staff;
- A wide variety of instructional techniques must be used to deal with the hard to reach student;
- The entire community from local citizens and organizations to county agencies must join schools in addressing the issue of troubled and disruptive youth;
- Consistent, firm enforcement of rules must occur, such as the Tobacco Control Act must be amended so that students who violate the no smoking ban know they will be penalized for their actions;
- AEPs are needed in both high schools and middle schools;
- Link truancy and school conduct with obtaining and maintaining a driver's license for those 18 and younger;
- The state needs to become an active partner via public policy, legislation and financial resources to address the issue of the disruptive student; in the long run, this will be a cost savings by turning potential youthful offenders into productive citizens.

PASSP has been working in conjunction with Lincoln Investment Planning, Inc. in a school-business partnership on this project which is designed to encompass three years. Within the next month, over 100 assistant principals will be meeting in 9 regional sites and two cites to discuss the results of this survey and further narrow recommendations. During the first year of this project, efforts include the survey, the regional sharing sessions and a collaborative conference whereby school administrators can meet and discuss common concerns about troubled youth with their counterparts in the juvenile system, children and youth services, district magistrates, law enforcement and social and mental health agencies.

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BEC-1-96

Basic Education Circular

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* *

SUBJECT: Safe Schools and Possession of Weapons
24 P.S. 13-1317.2

Act 26 of 1995 amends the School Code by adding a new section (24 P.S. Section 13-1317.2) dealing with the possession of weapons and a new Article entitled Safe Schools (Article XIII-A of 24 P.S.) which adds an additional nine sections to the Code. Act 26 imposes responsibilities upon schools in the following areas discussed more fully below: student expulsions; reporting; cooperation with the local law enforcement officials; and maintenance of records.

I. STUDENT EXPULSIONS

Section 1317.2 requires that a school district or area vocational-technical school shall expel a student who brings a weapon to school, to a school-sponsored activity or onto any public conveyance providing transportation to a school or school-sponsored activity. The expulsion should be accomplished pursuant to applicable regulations in 22 Pa. Code, Chapters 12 and 14. The superintendent or administrative director may recommend to the board discipline short of expulsion on a case-by-case basis. Even though expelled, students of compulsory school age must be provided an educational program as required by 22 Pa. Code Section 12.6(e). Every school district and area vocational-technical school must develop a written policy regarding expulsions for possession of a weapon. In addition, the superintendent or other chief administrative officer of a school entity shall, in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act, 20 U.S.C. Section 1400 et seq.

Section 1817.2. Possession of Weapons Prohibited.—(a) Except as otherwise provided in this section, a school district or area vocational-technical school shall expel, for a period of not less than one year, any student who is determined to have brought a weapon onto any school property, any school-sponsored activity or any public conveyance providing transportation to a school or school-sponsored activity.

(b) Every school district and area vocational-technical school shall develop a written policy regarding expulsions for possession of a weapon as required under this section. Expulsions shall be conducted pursuant to all applicable regulations.

(c) The superintendent of a school district or an administrative director of an area vocational-technical school may recommend discipline short of expulsion on a case-by-case basis. The superintendent or other chief administrative officer of a school entity shall, in the case of an exceptional student, take all steps necessary to comply with the Individuals with Disabilities Education Act (Public Law 91-230, 20 U.S.C. § 1400 et seq.).

(d) The provisions of this section shall not apply to the following:

(1) a weapon being used as part of a program approved by a school by an individual who is participating in the program; or

(2) a weapon that is unloaded and is possessed by an individual while traversing school property for the purpose of obtaining access to public or private lands used for lawful hunting, if the entry on school premises is authorized by school authorities.

(e) Nothing in this section shall be construed as limiting the authority or duty of a school or area vocational-technical school to make an alternative assignment or provide alternative educational services during the period of expulsion.

(f) All school districts and area vocational-technical schools shall report all incidents involving possession of a weapon prohibited by this section as follows:

(1) The school superintendent or chief administrator shall report the discovery of any weapon prohibited by this section to locate law enforcement officials.

(2) The school superintendent or chief administrator shall report to the Department of Education all incidents relating to expulsions for possession of a weapon on school grounds, school-sponsored activities or public conveyances providing transportation to a school or school-sponsored activity. Reports shall include all information as required under section 1303-A.

(g) As used in this section, the term "weapon" shall include, but not be limited to any knife, cutting instrument, cutting tool, nunchaku, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.

Section 5. Section 1371 of the act, amended January 14, 1970 (1969 P.L.468, No.197), is amended to read:

Section 1371. Definition of **[Exceptional]** Children *with Exceptionalities;* Reports: Examination.—(1) The term **["exceptional children"]** *"children with exceptionalities"* shall mean children of school age **[who deviate from the average in physical, mental, emotional or social characteristics to such an extent that they require special education facilities or services and shall include all children in detention homes.]** *who have a disability or who are gifted and who, by reason thereof, need specially designed instruction.*

(2) It shall be the duty of the district superintendent, in every school district in accordance with rules of procedure prescribed by the **[Superintendent of Public Instruction]** *Secretary of Education*, to secure information and report to the **[proper intermediate unit]** *Department of Education*, on or before the fifteenth day of October of each year, and thereafter as cases arise, every **[exceptional child]** *child with exceptionalities* within said district. **[As soon thereafter as possible the child shall be examined by a person certified by the Department of Public Instruction as a public school psychologist, and also by any other expert which the type of handicap and the child's condition may necessitate. A report shall be made to the proper intermediate unit of all such children examined and of all children residing in the district who are enrolled in special classes.]** *A report shall be made to the Department of Education of all children determined to need special education sercices or programs consistent with chapter 14 of State Board of Education Regulations, as well as chapter 342 of Department Standards.*

A LEGAL MEMORANDUM — *Special*

The Gun-Free School Zone Act

(from NASSP General Counsel)

Recently, by a decision of 5-4, the U.S. Supreme Court ruled in a case called *U.S.* v. *Lopez*, that a federal law involving guns and schools was unconstitutional. The decision has upset some educators and other people concerned about the danger presented to students by guns.

It has also caused some confusion because the Congress had, in fact, passed *two* acts on this subject and the Supreme Court ruled only one of them unconstitutional.

The Gun-Free School Zones Act (18 U.S.C. Sec. 922 (q)) enacted in 1990 was a *criminal law* which made it unlawful for anyone to process a firearm in a "school zone," defined to be an area within 1,000 feet of the grounds of any school, public, private, or parochial. Violations of the law were made punishable by up to 5 years imprisonment and fine of $5,000. (18 U.S.C. Sec. 924(a)(4)). It was this Act that the Supreme Court found to be unconstitutional. The reason was that the only basis for enacting such a law is the so-called "interstate commerce" clause of the U.S. Constitution, and the Court found that there was insufficient connection with interstate commerce to warrant such an enactment involving guns.

Educators should be aware, however, that Congress passed another law just last year similarly entitled the Gun-Free Schools Act of 1994. This law was a part of the Improving America's Schools Act of 1994, which itself was part of the re-authorization of the Elementary and Secondary Education Act of 1965 (ESEA).

It is this law, which requires every state to have in effect by October 20, 1995, a state law requiring local educational agencies to expel from school for a period of not less than one year any student who is determined to have brought a weapon to school. (An exception is made for students with disabilities under either the IDEA or Section 504 of the Rehabilitation Act, who can be expelled for only 45 days.). The state laws may also permit the local education agency's chief executive officer (presumably its superintendent) to modify the expulsion requirement on a case-by-case basis. *This law is still in full effect and was not at issue in the* Lopez *case.*

The earlier criminal act would have covered anyone within 1,000 feet of any school property, while the education law concerns only students who bring guns into a public school receiving federal funds.

While NASSP strongly supported the criminal Act, the fact is that some 40 states have enacted similar legislation and action is already under way to re-enact essentially the same federal legislation in a constitutional manner.

The effect of the Supreme Court's decision in the *Lopez* case should, therefore, not be as serious as many may believe.

Q15. *Is it permissible for an LEA to use the case-by-case exception to avoid compliance with the one-year expulsion requirement?*

A. No, this exception may not be used to avoid over-all compliance with the one-year expulsion requirement.

Q16. *How is the term "weapon" defined?*

A. For the purpose of the GFSA, a "weapon" means a firearm as defined in Section 921 of the Title 18 of the Unites States Code

According to Section 921, the following are included within the definition:

— any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosive

— the frame or receiver of any weapon described above

— any firearm muffler or firearm silencer

— any explosive, incendiary, or poison gas

(1) bomb,
(2) grenade,
(3) rocket having a propellant charge of more than four ounces,
(4) missile having an explosive or incendiary charge of more than one-quarter ounce,
(5) mine, or
(6) similar device

— any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant and which has any barrel with a bore of more than one-half inch in diameter

— any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled

According to Section 921, the following are not included in the definition:

— an antique firearm

— a rifle which the owner intends to use solely for sporting, recreational, or cultural purposes

— any device which is neither designed nor redesigned for use as a weapon

— any device, although originally designed for use as a weapon, which is redesigned for use as a signaling pyrotechnic, line throwing, safety, or similar device

— surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684(2), 4685, or 4686 of title 10

In addition, we have been advised by the Bureau of Alcohol, Tobacco, and Firearms that Class-C common fireworks are not included in the definition of weapon.

Q17. *Does the Gun-Free Schools Act preclude classes such as hunting or military education, or activities such as hunting clubs or rifle clubs, which may involve the handling or use of weapons?*

A. No, the GFSA does not prohibit the presence at school of rifles that the owners intend to use solely for sporting, recreational, or cultural purposes.

Q18. *Are knives considered weapons under the Gun-Free Schools Act?*

A. No, for the purpose of the GFSA, the definition of weapon does not include knives. State legislation or an SEA or LEA may, however, decide to broaden its own definition of weapon to include knives.

Q19. *What is meant by the term "expulsion"?*

A. The term "expulsion" is not defined by the GFSA; however, at a minimum, expulsion means removal from the student's regular school program at the location where the violation occurred.

STATE BOARD REGULATIONS: Exclusions

§12.6. Exclusions from school.

(a) The board of school directors shall define and publish the types of offenses that would lead to exclusion from school. Exclusions affecting certain exceptional students shall be governed by §§13.62 and 342.91 (relating to right to education and disciplinary exclusions of certain handicapped students from special education placement).

(b) Exclusion from school may take the form of suspension or expulsion.

(1) Suspension is exclusion from school for a period of from 1 to 10 consecutive school days.

(i) Suspensions may be given by the principal or person in charge of the public school.

(ii) No student shall be suspended until the student has been informed of the reasons for the suspension and given an opportunity to respond. Prior notice of the intended suspension need not be given when it is clear that the health, safety or welfare of the school community is threatened.

(iii) The parents and the superintendent of the district shall be notified immediately in writing when the student is suspended.

(iv) When the suspension exceeds 3 school days, the student and parent shall be given the opportunity for an informal hearing consistent with the requirements set forth in §12.8(c) (relating to hearings).

(v) Suspensions may not be made to run consecutively beyond the 10 school day period.

(vi) Students shall have the responsibility to make up exams and work missed while being disciplined by suspension and shall be permitted to complete these assignments within guidelines established by the board of school directors.

(2) Expulsion is exclusion from school by the board of education for a period exceeding 10 school days and may be permanent expulsion from the school rolls. All expulsions require a prior formal hearing under §12.8 (relating to hearings).

(c) During the period prior to the hearing and decision of the board of school directors in an expulsion case, the student shall be placed in his normal class except as set forth in subsection (d).

(d) If it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals or welfare of others and it is not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed. Any student so excluded shall be provided with alternative education which may include home study.

(e) Students who are less than 17 years of age are still subject to the compulsory school attendance law even though expelled, and they must be provided an education.

(1) The initial responsibility for providing the required education rests with the student's parents or guardian, through placement in another school, through tutorial or correspondence study or through another educational program approved by the district's superintendent.

(2) If the parents or guardian are unable to provide for the required education, they must within 30 days submit to the school district written evidence so stating. The district then has the responsibility to make some provision for the student's education. If 30 days pass without the district receiving satisfactory evidence that the required education is being provided to the student, it must recontact the parent and, pending the parents' or guardian's provision of such education, the district must make some provision for the student's education or proceed under paragraph (3) or do both.

(3) If the approved educational program is not complied with, the school district may take action in accordance with Chapter 63 of the Juvenile Act (42 Pa. C.S.§§6301-6308), to ensure that the child will receive a proper education. See §12.1 (b) (related to free education and attendance).

THE REGULATION - A Summary Version

STUDENT RIGHTS WHEN SCHOOL OFFICIALS IN PENNSYLVANIA PROPOSE A SUSPENSION OR EXPULSION FROM SCHOOL

SCHOOL AUTHORITIES MUST PUBLISH AND DISTRIBUTE TO STUDENTS A LIST OF THE TYPES OF OFFENSES THAT CAN LEAD TO A STUDENT'S EXCLUSION FROM SCHOOL. IF A STUDENT IS ALLEGED TO HAVE COMMITTED SUCH AN OFFENSE AND IS THREATENED WITH A SUSPENSION OR EXPULSION, HE OR SHE HAS THE FOLLOWING RIGHTS:

SUSPENSIONS OF THREE DAYS OR LESS:

Unless an emergency situation exists, before a suspension can take place, a student must receive notice of the suspension and of the reasons for the suspension and be given an opportunity to respond. When the suspension takes place, the parents and the superintendent of the district must be notified immediately in writing. If a student is suspended, he/she must be given the opportunity to make up work missed while on suspension.

SUSPENSIONS OF FOUR TO TEN DAYS:

The student and the parents must receive written notice of the proposed action and the reasons for the proposed action. School authorities must also offer to hold an INFORMAL HEARING within the first five days of the suspension to discuss the situation and to allow the student to show why the suspension should not take place. At the INFORMAL HEARING, the student has:

THE RIGHT to question any witnesses present at the hearing.

THE RIGHT to speak and to produce witnesses.

UNLESS THE SCHOOL AUTHORITIES OFFER TO HOLD THE INFORMAL HEARING WITHIN THE FIRST FIVE DAYS OF THE SUSPENSION, THE STUDENT HAS A RIGHT TO RETURN TO SCHOOL ON THE SIXTH DAY.

If a student is suspended, he/she must be given the opportunity to make up work missed while on suspension.

EXPULSIONS (Exclusions for more than ten days):

An exclusion from school in excess of ten days is considered an "expulsion." Prior to an expulsion, parents must receive, by certified mail, written notification of the proposed expulsion and the reasons for it. Unless it is determined at the INFORMAL HEARING that an emergency exists, the student has a right to return to his or her normal class until a FORMAL HEARING is held, usually within the first ten days of the exclusion. Regarding the Formal Hearing, the student and the parents have the following rights:

THE RIGHT to have the case heard by the School Board or a Board Committee and to have the decision made by a majority vote of the entire Board.

THE RIGHT to sufficient notice of the time and place of the hearing.

THE RIGHT to have the hearing held in private or in public.
(The hearing will be private unless the parent requests that it be public.)

THE RIGHT to be represented by counsel.

THE RIGHT to be presented with the names of any witnesses and to copies of the witnesses' statements or affidavits.

THE RIGHT to request the attendance of witnesses who have made formal statements against the student and to question such witnesses.

THE RIGHT to testify and to present witnesses.

THE RIGHT to have record of the hearing kept, and to obtain, at the student's or parents' own expense, a copy of that record.

THE RIGHT to appeal an adverse decision to court within a certain time period.

If the student is under the age of 17, he or she must be provided an education, even if expelled from school. Parents have the duty to make reasonable efforts to find another educational program for the student. If they cannot do so within 30 days, they must let the school authorities know in writing. School authorities then have the duty to make some arrangement to insure that the student's education continues.

IN-SCHOOL SUSPENSION:

AN IN-SCHOOL SUSPENSION OCCURS WHENEVER A STUDENT IS EXCLUDED FROM CLASSES, BUT NOT FROM SCHOOL. DURING AN IN-SCHOOL SUSPENSION, SCHOOL AUTHORITIES MUST ARRANGE FOR THE CONTINUATION OF THE CHILD'S EDUCATION.

BEFORE an in-school suspension is imposed, the student must be informed of the reasons and be given an opportunity to explain.

WHEN an in-school suspension exceeds ten consecutive school days, the parent and student must be offered an INFORMAL HEARING with the principal prior to the 11th school day.

(From Parental Rights and Responsibilities by W. R. Logan, PAESSP, September 1993)

Model Building Program

This Model Code could be the basis for incorporating discipline and the law into the academic programs and/or extra curricular activities.

STUDENT MISCONDUCT/RESPONSE

LEVELS	EXAMPLES
I. *MINOR* misbehavior on the part of the student which impedes orderly classroom procedures or interferes with the orderly operation of the school. These misbehaviors can usually be handled by an individual staff member but sometimes requires the intervention of other school support personnel.	Classroom disturbance Classroom tardiness Cheating and lying Abusive language Nondefiant failure to complete assignments or carry out directions
II. Misbehavior whose *frequency* or *seriousness* tends to disrupt the learning climate of the school. These infractions, which usually result from the continuation of LEVEL I misbehaviors, require the intervention of personnel on the administrative level because the execution of LEVEL I disciplinary options has failed to correct the situation. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others but whose educational consequences are serious enough to require corrective action on the part of administrative personnel.	Continuation of unmodified LEVEL I misbehavior School Tardiness Truancy Smoking Using forged notes or excuses Disruptive classroom behavior Cutting class
III. Acts directed against persons or property but whose consequences *do not seriously endanger* the health or safety of others in the school. These acts might be considered criminal but most frequently can be handled by the disciplinary mechanism in the school. Corrective measures which the school should undertake, however, depend on the extent of the school's resources for remediating the situation in the best interest of all students.	Fighting (simple) Vandalism (minor) Possession/use of unauthorized substances Stealing Threats to others
IV. Acts which result *in violence* to another's person or property or which *pose a direct threat* to the safety of others in the school. These acts are clearly criminal and are so serious that they always require administrative actions which result in the immediate removal of the student from school, the intervention of law enforcement authorities and action by the board of school directors.	Unmodified LEVEL III misconducts Extortion Bomb threats Possession/use/transfer of dangerous weapons Assault/battery Vandalism Theft/possession/sale of stolent property Arson Funishing/selling/possession of unauthorized substances

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DISCIPLINARY STRUCTURE

	PROCEDURES	DISCIPLINARY OPTIONS/RESPONSES
I.	• There is immediate intervention by the staff member who is supervising the student or who observes the misbehavior. • Repeated bisbehavior requires a parent/teacher conference; conference with the counselor and/or administrator. • A proper and accurate record of the offenses and disciplinary action is maintained by the staff members.	Verbal reprimand Special assignment Behavioral contract Counseling Withdrawal of privileges Time-out room Strict supervised study Demerits Detention
II.	• The student is referred to the administrator for appropriate disciplinary action. • The administrator meets with the student and/or teacher and effects the most appropriate response. • The teacher is informed of the administrator's action. • A proper and accurate record of the offense and the disciplinary action is maintained by the administrator. • A parental conference is held.	Teacher/schedule change Modified day Behavior modification Time-release program Social probation Peer counseling Referral to outside agency In-house suspension Transfer
III.	• The administrator initiates disciplinary action by investigating the infraction and conferring with staff on the extent of the consequences. • The administrator meets with the student and confers with the parent about the student's misconduct and the resulting disciplinary action. • A proper and accurate record of offenses and disciplinary actions is maintained by the administrator. • There is restitution of property and damages.	Temproary removal from class Social adjustment classes Homebound instruction Alternative program Temporary out-of-school suspension Full out-of-school suspension
IV.	• The administrator verifies the offense, confers with the staff involved and meets with student. • The student is immediately removed from the school environment. Parents are notified. • School officials contact law enforcement agency and assist in prosecuting offender. • A complete and accurate report is submitted to the superintendent for board action. • The student is given a full due process hearing before the board.	√ Expulsion √ Alternative schools Other board action which result in appropriate placement (see discussion of expulsion issue)

§14.35 Discipline.

(a) Prior to a change in placement or revision of an IEP, the IEP team shall consider whether an eligible student might need the application of school discipline procedures and shall determine whether the actual or anticipated behavior is attributable to the student's disability.

(b) In making this determination, the IEP team shall rely on previous behavior and the likelihood of the occurrence or recurrence of behaviors requiring disciplinary action.

(c) The following disciplinary exclusions are considered a change in educational placement:

(1) A disciplinary exclusion of an exceptional student for more than 10 consecutive school days or more than 16 cumulative school days in a school year is considered a change in educational placement requiring multidisciplinary evaluation, and notice to the parents and a right to a hearing under §§14.61-14.68 (relating to procedural safeguards) shall be afforded prior to the exclusion.

(2) A disciplinary exclusion of a student with mental retardation is considered a change in educational placement, and notice to the parents and a right to a hearing under §§14.61-14.68 shall be afforded prior to the exclusion.

(d) If a discipline problem with an exceptional student is so immediate or severe as to warrant immediate action, the school district, with approval of the Secretary or a designee, may implement an interim change in educational placement, including exclusion from school, as long as notice is provided to the parents under §14.61 (relating to notice) and a due process hearing is scheduled under §14.64 (relating to impartial due process hearing) as soon as possible.

(e) Unless otherwise specified in this chapter, the procedures outlined in Chapter 12 (relating to students) apply to exceptional students, except that corporal punishment is not permitted in the case of an eligible student.

* *

BEC-6-88

Basic Education Circular

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REPLACES BEC: 6-88
BEC MANUAL PAGE NUMBER: D-17
INDEX CATEGORIES: INSTRUCTIONAL-PROGRAM
DATE OF EXPIRATION: June, 1999

* *

SUBJECT: Experimental/Alternative Program Services
24 P.S. Section 5-502

INTRODUCTION

An increasing number of school districts, intermediate units, and AVTSs operate experimental/alternative programs. Interest in these programs continues to grow as school entities attempt to respond to the special needs of at-risk students. In addition, the Department wishes to assure that considerable effort will be accorded proper programming and staffing.

This BEC states the Department's requirements for approval of experimental/ alternative programs or services and program staff certification under the regulations of the state Board of Education. Wherever authorized in the regulations, the experimental/alternative program is governed by the State Board of Education Curriculum Requirements, Chapter 5, Section 5.252(a).

EXPERIMENTAL/ALTERNATIVE PROGRAMS. The Department may waive provisions of Chapter 5 for experimental/alternative programs, subject to the following restrictions:

(1) The request for an experimental program shall be in writing and shall include relevant data supporting the need for the experimental program.

(2) The experimental program shall be valid for the school year for which it is granted, unless otherwise specified.

(3) The request shall be made prior to initiating the action requiring approval and must have the prior approval of the board of school directors.

It is important to note that NO PROGRAM WILL BE APPROVED AS AN EXPERIMENTAL/ ALTERNATIVE PROGRAM UNLESS A WAIVER OF ONE OR MORE PROVISIONS OF CHAPTER 5 IS REQUIRED.

DEFINITION

An experimental/alternative program shall be any instructional program for which a provision of Chapter 5 must be waived and to which students will be assigned for more than 10 days.

Please note that this eliminates in-school suspension programs from the experimental/ alternative category. In-school suspension programs are disciplinary programs in which students are removed from their regular classrooms for 10 days or less and provided with supervised detention with little attention to formal instruction. They are an alternative to out-of-school suspension.

GENERAL INFORMATION

1. **FORMAT FOR APPLICATION TO PDE** - the application format, INCLUDING SPECIFIC PROGRAM REQUIREMENTS, is attached to this BEC. Please note that a planned course following Chapter 5 format is required. A sample experimental/alternative program planned course is attached.

2. **EFFECTIVE DATE** - Policies stated in the BEC will be in force for applications for approval submitted to the Department after July 1, 1996.

REFERENCES:

Purdon's Statutes
24 P.S. Section 5-502

State Board of Education Regulations
22 Pa. Code Section 5.203 (c) (4), Section 5.252
22 Pa. Code Section 11.6
22 Pa. Code Section 12.6(d), 12.8(c)
22 Pa. Code Section 49, Sections 49.13(b) (10), 49.11(c)

Other:
Certification and Staffing Policies and Guidelines (CSPG) No. 95

CONTACT:

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PENNSYLVANIA DEPARTMENT OF EDUCATION
April 1996

FORMAT FOR APPLICATION FOR APPROVAL TO CONDUCT AN EXPERIMENTAL/ALTERNATIVE EDUCATIONAL PROGRAM

A school district, intermediate unit or AVTS which desires to operate an experimental/alternative educational program according to Chapter 5 Curriculum Regulations Section 5.252(a) shall submit a request to the Office of School Services which includes a brief description of the educational program which will be provided to the involved students.

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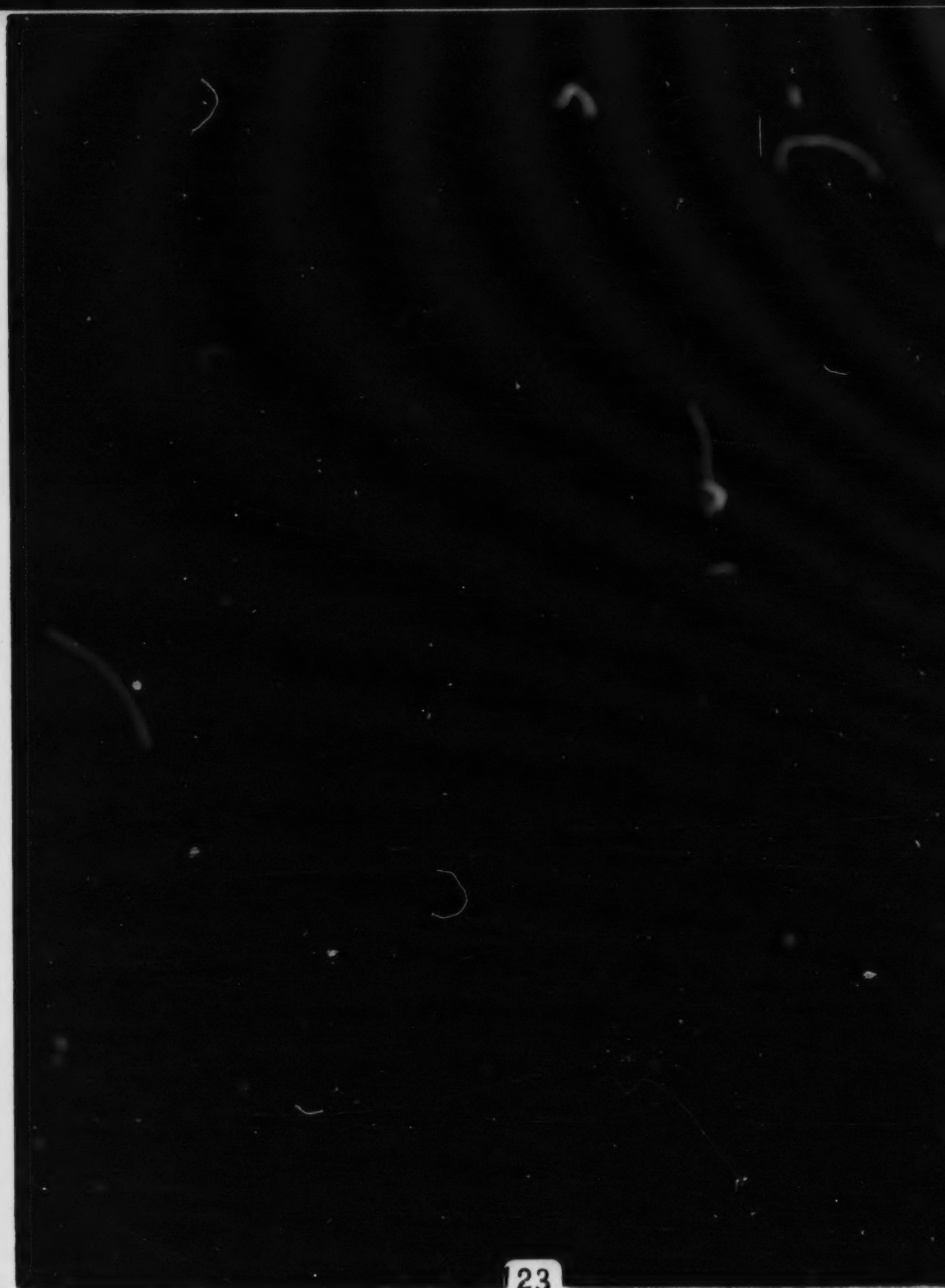

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